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Social science suffers £1.1m extra cut in budget

by Charlotte Barry

The Government has launched a fresh attack on the Social Science Research Council by imposing a further 4 per cent cut in next year's budget.

This unexpected £1.1m cut in the council's current £20.7m grant deliberately flouts the recommendation put forward by the Advisory Board for the Research Councils just before Christmas.

The board told Sir Keith Joseph, Secretary of State for Education, that the £447.9m science budget for 1982-83 should be distributed so all five research councils maintained this year's level of spending. Instead the Government has decided to reduce spending of social science research and redistribute the money among the others.

At the same time Sir Keith has asked Lord Rothschild to carry out an urgent independent review of the SSRC's work. Lord Rothschild will advise the Government what areas of the SSRC's work should be done at the customer's expense rather than the taxpayer's; which areas could be done as well and as cheaply by other bodies; and which areas directly funded from the public purse the SSRC could cover better.

The renewed attack on the SSRC's slender resources will force it to axe another 200 postgraduate award this autumn and delay the start of major research projects.

Over the last three years the council has suffered a 20 per cent cut in its budget and been treated conspicuously badly compared with the other research councils. A sudden £1.5m cut in June 1980 forced it to halve the number of postgraduates from more than 2,000 in 1978-79 to just over 1,000 this year.

Mr Michael Posner, chairman of the SSRC, said the cut was entirely unexpected and also untimely. "The council deeply regrets it - it is bound to cause damage on top of the cuts which have already occurred in the last three years," he said.

However he welcomed the proposed review and said he was confident it would demonstrate the need for an independent social science research council.

He said he would do everything possible to ensure Lord Rothschild got a full idea of the work being done before submitting his report in the spring. Mr Posner added that he hoped to take Lord Rothschild abroad to compare research in other countries. "I want to show him that Great Britain is the flagship of international social science research," he said.

Universities fall into disrepair

by Ngalo Crequer

The standards of repair and maintenance of university buildings are falling alarmingly low as budgets are raided to help survive the cuts.

Estates officers are becoming increasingly concerned about the false economies they are being forced to make as they run up huge backlogs of work. The situation is now far worse than in 1980 when a University Grants Committee report warned that nearly £400m was needed over five years to provide for essential long-term maintenance.

At Bradford University, Mr Ted Kemp, architects and estates officer said: "My allowance has been cut by almost half for the coming year. Our buildings now are at the 20-year mark and we are reaching the stage where money will have to be spent. The things I am worrying most about are roofs and structures, the fabric of the building generally."

Major works estimated to cost more than £20,000 each will not now be carried out. The university is gradually moving out of some rented property, moving a library and in future probably social sciences departments.

Brunel University has cancelled all its scheduled maintenance for this year. Only emergency work, or necessary to comply with legislation, will escape the ban.

The university has also abandoned its minor works programme (last year it spent £400,000 under this heading). Heating is not switched on until mid-October and is now barely above the statutory limit.

It has vacated one building, a business school, and is negotiating to vacate others, possibly three. Two properties which were bought with the intention of converting to student residences, have been put up for sale.

At Hull, planned preventative maintenance has been virtually discontinued, and staff are operating on a 'breakdowns only' basis. A backlog of £300,000 worth of decoration has been abandoned.

At Southampton, the maintenance budget has been reduced by 25 per cent. Again the policy is one of replacement rather than prevention. Nothing will be spent on the building safety improvement programme (£20,000 last year) and cleaning standards have been reduced.

A large package of works has been deferred, including resurfacing of roads, and lift are only being maintained if they are in single lift buildings.

At Liverpool the life of many buildings will run out at the end of the three years of the cuts.

New college funds system postponed

by Patricia Santinelli

A radical new approach to the funding of voluntary colleges that could lead to redundancies, mergers and closures is being postponed until 1983.

This is to allow the introduction of a two year rolling budget from 1982/83 which will facilitate planning in each of the 27 institutions, according to the latest Department of Education and Science directive.

Now each college's allocation is to cover two years, of which the first will be firm but the second provisional and subject to confirmation during the following year.

The delay in introducing the new funding plan follows discussions between the DES and the Association of Voluntary Colleges, which would have had problems in implementing the new system so rapidly.

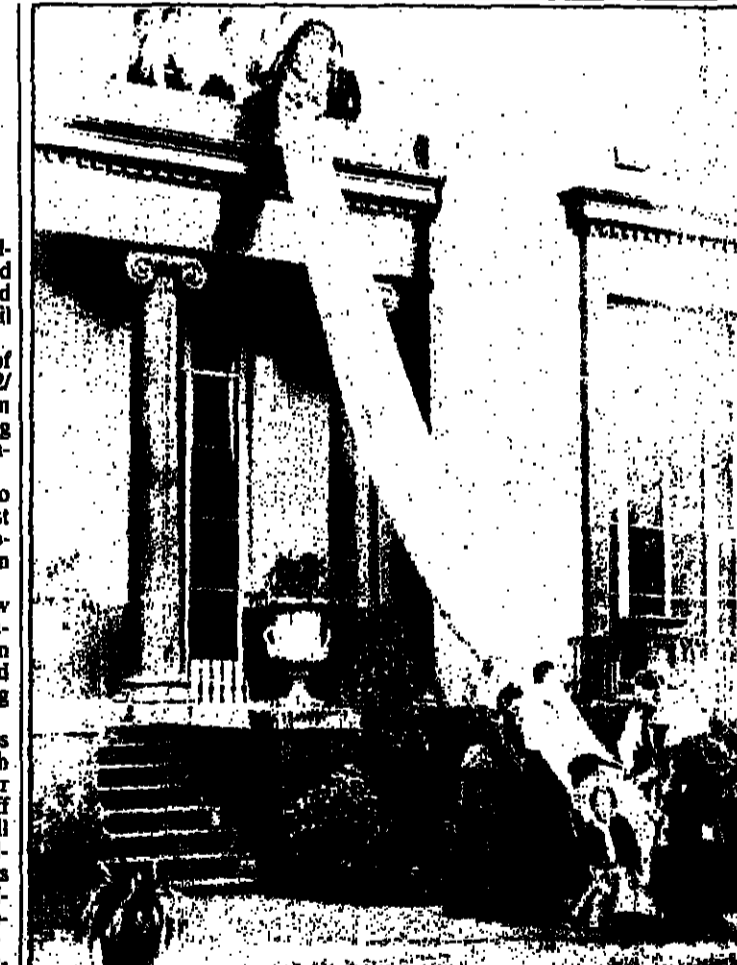
Under the new system, colleges will be virtually competing with each other for scarce resources. Their grant will no longer be based on staff student estimates. Instead they will be told how much funding is available for the whole sector and on this basis submit three financial estimates, one basic and two supplementary.

This approach allows for reductions or increases in grants to be allocated other than on a pro rata basis. In effect, it forces departments or colleges, whose submissions for extra work receives DES approval to "rob" other institutions of available resources.

Although the delay in implementing the new system has given colleges a planning breathing space it has not prevented a reduction in their total allocations.

Colleges were told in an earlier letter from the DES that for 1982/83 they would have to compete for their share of around £54m, a £1m drop on the previous year and in 1983/84 would have to operate within a further reduction of £3.6m.

In the latest letter, colleges are advised that for 1982/83 they will have to submit estimates amounting to at the most 98 per cent of planned expenditure in 1981/82 and 91 per cent for 1983/84.



Fire drill in the early 1900s - one of series of six cards issued by Westfield College to celebrate its 100-year anniversary starting today. The picture shows Miss L. J. Whitby, a mathematics lecturer, supervising the evacuation of students from the London University college founded in 1882, into the garden.

Aberdeen principal hits out

by Olga Wojtas
Scottish Correspondent

The principal of Aberdeen University has criticised the Scottish Office for its "inadequate response" to the impact of university cuts on National Health Service provision in Scotland.

Professor George McNicol has written to the Scottish Secretary expressing his grave concern over a letter from the Home and Health Department advising health boards which consider that serious damage to patient care may result from posts being left vacant to submit proposals for a new consultant post.

There is an apparent total failure in the letter says the principal, to realise that university staff with honorary NHS appointments are involved in securing the future of the health services by their primary activities in training students, developing innovative clinical services and research, as well as patient care.

He also condemns as utterly inadequate the health boards' deadline of January 29 to submit their application for new posts after consulting the universities.

Aberdeen University would not know how many staff wished to take premature retirement until January 22, the principal points out. The numbers would be a central element in Aberdeen's financial strategy for the next few years, and it would be totally impossible to make a constructive response to the health board until the middle of February or even March.

Government expecting fall in student numbers for 1982-3

by John O'Leary

Ministers are expecting student numbers in higher education to fall next year while Britain reaches the peak of the 18 year old population. Estimates for enrolments at polytechnics and colleges were revised downwards by the Department of Education and Science for calculation of the advanced further education pool.

Despite disagreement by the local authorities, the DES allowed for a drop of 4,000 in the number of new students in 1982-3, compared with

the prediction of constant numbers in the last expenditure White Paper. This would mean 50,000 enrolments instead of 54,000.

The local authorities, pointing to increased enrolments this year at both polytechnics and colleges, argue that numbers are actually likely to rise in 1982-3. They estimate a total of 56,000 new students.

Civil servants base their revision of the estimates on two recent Government decisions. The halving of undergraduate tuition fees is expected to make institutions less keen

to swell student numbers for financial reasons, while the 4 per cent grants settlement is accepted as a disincentive to some prospective students.

The distribution of the AFE pool is expected to be announced next week and to contain wide variations in the level of cut to be administered. The new funding formulae agreed by the Stephen Jones group might have resulted in some polytechnics escaping entirely, but it has been agreed that all institutions

should take a cut of at least 2 per cent.

Trent, Leicester, Oxford and Bristol polytechnics are among those to face cuts of up to 12 per cent, while the level in some colleges and institutes of higher education will rise as far as 16 per cent.

Sir Keith Joseph, Secretary of State for Education, formally announced the establishment of the Committee for Local Authority Education in the House of Commons on December 23.

Handwritten note: "Japan co life"

Oxford 'freezes' seven top chairs

by Paul Flather

Oxford University now has 70 "frozen" academic posts including seven highly prestigious chairs which could remain empty until October 1985, reducing academic standards.

The university's general board has just announced in the official gazette that proceedings to fill the vacant Chichele professorship of the history of war and the Merton professorship of English language will be suspended until no later than October 1985.

Also suspended until that date are the professorships of geography and French literature, which will fall vacant in October 1983, and three readerships in geodesy, human phy-

siology, and the Wilde readership in mental philosophy.

The university first introduced a moratorium on filling posts in 1979 to save on staffing costs, and now has standing policy automatically to suspend all centrally funded posts falling empty.

Considerable concern is caused by this policy from time to time. The philosophy subfaculty for example is worried that the academic links between mathematics and philosophy will be severely curtailed if the empty chair in mathematical logic is not filled.

Social scientists are worried that leaving the Gladstone chair in government and public administration

empty when Professor S. E. Finer retires in 1982 will create too large an academic vacuum. Already the Chichele chair in social and political theory lies empty.

One professor, who declined to be named, said: "The university clearly has to find ways of saving money. But it must accept academic standards are bound to suffer if such important posts remain empty."

Freezing posts is an important part of the university's strategy to reach a savings target of 8 per cent by 1984, when it estimates that without cuts in will face a deficit of £3.5m (7 per cent).

The official register of suspended posts now has 70 entries, about 5

per cent of the 1,300 centrally funded posts, ranked in some sort of priority.

Posts are only filled if an exceptionally strong case, based on teaching or research requirements, can be put. Thus for example the Regius chair in moral and pastoral theology is finally to be filled next May with the appointment of Professor O. M. T. O'Donovan.

The Regius chair in modern history was filled last year with the appointment of Professor Michael Howard, then holding the Chichele chair of the history of war. It did not cost the university any money as both chairs commanded the same salary, but the Chichele chair now stands empty.

News in brief

Pay claim goes ahead

The teachers' panel of the Burnham further education committee has notified the 1982 lecturers' pay claim. It endorsed a claim for 12 per cent and a £250 a year flat rate increase together with a number of structural improvements.

A meeting of the committee when the management panel is expected to make an offer is scheduled for later this month.

Journalism degree meets deadline

The London College of Printing is proposing a degree in journalism. The course would start in September 1983 and be the first journalism degree in Britain.

The Chelmer Institute of Higher Education, in Chelmsford, had planned to have a journalism degree off the ground by 1982 to be run in conjunction with Harlow Technical College. But Chelmer are still waiting for approval from the Department of Education and Science.

Telescope in focus

A contract worth £3m for the manufacture of a 4.2 metre optical telescope has been awarded by the Science and Engineering Research Council to the firm of Grubb Parsons of Newcastle. The telescope, to be named after William Herschel, will be the third largest single mirror optical telescope in the world and will form the major component of the SERC's observatory complex on La Palma in the Canary Islands.

Course fashioned

A new degree course in fashion design with marketing has been launched by North East London Polytechnic in response to demand from the fashion industry. The four year course relates design skills to marketing studies and includes two stretches of industrial experience.

Prize-winner speaks

Professor Lawrence Klein, the guru of econometrics and macro-economic forecasting, who won a Nobel prize for his pioneering work at the University of Pennsylvania, is to give a lecture on Keynesianism versus Monetarism at the London School of Economics on January 12. He is currently leading a project to link various national models to a global forecasting model. The lecture is sponsored by Suntory-Toyota.

Four accused

A disciplinary hearing accused four Sussex university students of being implicated in throwing eggs at Dr David Owen has been rescheduled for later this month. They are accused of bringing the university into disrepute by their actions.

Help for Poles

Strathclyde University has raised £2,500 in less than a week for staff and their families at the University of Lodz in Poland, which has had exchanges with Strathclyde for 14 years.



Dr Francis Clark, reader in religious studies at the Open University, looks on while the Hon Mr Justice Abu Sayeed Chowdhury - a former President of Bangladesh - presents OU Vice-Chancellor Dr John Horlock with a research report on Muslim family law in the English courts. Dr Chowdhury, an honorary senior research fellow at the Open University and his report was the outcome of a two-year project made possible by a £24,000 grant from King Abdul Aziz University, Jeddah, Saudi Arabia.

Aberdeen launches trust to preserve library

by Olga Wojtas
Scottish correspondent

The university court was looking at assets such as rare books, silver, pictures, land and buildings to see whether they could be sold.

"Once gone, of course, our capital assets are gone for good. I believe we would be in default of our trust for the future if, for example, we ruined the library to meet a temporary imbalance of income and expenditure."

Professor McNicol said that some reduction of universities might be appropriate in the middle of the decade as the number of school leavers declined, but that the present cuts were premature and much too severe.

He told the general council that he found admirable the concept of the Robbins principle of providing higher education for all those with both the qualifications and the wish to take advantage of it.

A combination of factors including the legitimate aspirations of women, the improved economic climate of the late 1950s and 60s and the need for a larger pool of highly skilled and qualified manpower all added up to a convincing case for Robbins.

"I am deeply saddened, not only that the opportunity will be denied to many talented and well motivated young people, but also that our country will be deprived of the enhancement of their contribution to the community which would have stemmed from a university education," Professor McNicol said.

The future careers of politics lecturers in polytechnics may well turn out to be 'solitary, poor, nasty, brutish and short', according to a newly published study paper.

The paper suggests polytechnic lecturers are increasingly caught between the need to pursue socially relevant tasks and the need to pursue conventional scholarly concerns.

This crisis of commitment, reflecting the dual role of polytechnics to work within the local community and to work within the scholarly community, is being exacerbated by the cuts in higher education, the paper argues.

The study of *Politics in the Polytechnics* is the work of two polytechnic lecturers, Steven Bristow, principal politics lecturer at Wolverhampton, and Vicki Randall, senior politics lecturer at Central London.

With the prospect of large cut-backs, lecturers are facing a heavier teaching and administrative load. At the same time intense competition

for jobs forces them to devote more time to research and publication to win promotion.

Bristow and Randall base their conclusions on surveys of politics teaching in 30 polytechnics and dozens of university departments.

They found that on average lecturers in polytechnics already teach more hours, have fewer facilities, especially clerical assistance and study leave, and often inferior libraries compared with their university counterparts.

Natfhe will consider APT boycott

by David Jobbins

The major college lecturers' union is expected to redouble its efforts to remove pay bargaining from statutory control as a way of excluding the newly-organized Association of Polytechnic Teachers from negotiations.

The National Association of Teachers in Further and Higher Education is to fight hard to prevent the APT, which is not affiliated to the TUC, from becoming represented on the national joint council which negotiates conditions of service at national level.

Unlike the Burnham further education committee, the NJC has no statutory basis, and Natfhe views it as the prototype body for free collective bargaining of pay as well.

Sir Keith Joseph's confirmation that the APT, which has 3,200 members, had won a seat after an eight-year struggle, was relayed to Natfhe leaders and officials at their pre-Christmas party. "What a present," one senior official said.

The union's established policy is that it will not sit down in negotiations if the APT is present. Its leaders are to consider early this month how to carry this into effect with the first round of talks on the 1982 claim only a few weeks away.

Natfhe general secretary Mr Peter Dawson said: "We have taken the view we do not intend to sit down in negotiations with them and will be giving consideration early this month to the implications and consequences of this extraordinary decision."

"It will be interpreted by the 85 per cent of lecturers who belong to Natfhe as deliberate attempt to wear them down when education faces the economic threat."

But the APT's national secretary Tony Poinson, said Natfhe would pay its own members' interests pulled out of the Burnham talks. "I do not think they can do their job and withdraw from the negotiating system," he said.

The organization is likely to expand from its present staff of six to increase its research activities, but is expected to remain based in Portsmouth, where it was founded in 1973. It is affiliated to the Managerial, Professional and Staff Liaison Group, in common with the British Medical and Dental Associations.

Secretary of State for Education, Mr Nicholas Scott, said he had been aware of the union's decision to boycott APT.

at seven others. A further six had indicated they would extend local recognition once a decision was made that the union should have a Burnham seat.

Natfhe's big fear is that the decision will aid the APT's recruiting at individual polytechnics. Already APT leaders claim that a majority of staff at a number of polytechnics would prefer the non-TUC union. An upsurge in membership could lead to more seats on Burnham.

Leader, back page.

Catholic plea is ignored

by Paul McGill

The Government has spurned the plea of the Roman Catholic church to abandon the proposals of the interim report of the Chilver Committee on the reorganisation of taught education in Belfast.

The Bishop of Down and Connor, the Most Rev Dr William Philbin, had said that a statement to this effect would be "an appropriate contribution to goodwill and confidence at this Christmas season." But Mr Nicholas Scott, under secretary of state for education - who has been dubbed St Nicholas - remained unmoved.

Dr Philbin, who is also chairman of the trustees of the two Catholic colleges, St Mary's and St Joseph's, complained that no reassuring response had been forthcoming to the volume of protest against the "outrageous recommendations" that the two colleges should move to the site of the state-owned Stranmillis College in a new centre which would also include Queen's University.

Mr Scott announced the Government's intention to proceed with the reorganization. Although the minister voiced the hope of proceeding by agreement, he said the Government would decide the issue on its own if necessary.

Dr Philbin accused Mr Scott of talking in the language and accents of eastern European dictators, and claimed the interim Chilver Report contravened the European convention on human rights, ignored the legal responsibility of the trustees of the colleges, and set aside the long-standing relationship of mutual understanding between church and state.



Mr Gordon Horner, (right) with his wife, is presented with a pair of binoculars on his retirement as secretary and registrar at Bath University since its inception in 1966. They will help him take a more detached view of the university in future, he said. The presentation is being made by Professor Paul Matthews, the vice-chancellor.

Four per cent grants rise condemned

The Government's failure to raise student grants in line with rising prices has been roundly condemned by the vice-chancellor of Queen's University, Belfast, as "naked expediency and exploitation of the politically weak group."

Dr Peter Froggatt told the winter graduation ceremony that there are good reasons for linking benefits like old-age pensions and student grants to prices. It is to help groups which cannot protect themselves, maximize their incomes through free collective bargaining, change employers, emigrate or sell their skills on the black economy.

The Government's "inequitable and iniquitous" decision to restrict the increase in grants to four per cent could herald a long-term change in the principle of fixing them - linking them in public salaries instead of prices, the vice-chancellor said.

"If this rupture be long-term, it is not just brutal, but faces students, parents and universities with intractable problems for the future. It may be, however, as I have suggested, merely a short-term expedient to find the funds to pay staff compensations in this period of contraction.

"If so, it is more than brutal; it is bizarre in the extreme, compelling students to pay towards putting their teachers out of work."

Mr Norman Quick, chairman of Manchester University Council, said in his annual statement to court: "Governments, of whatever political colour, seem to be devoid of any planning for the universities." He acknowledged that it might be time to review the Robbins philosophy.

Sir George Kenyon, the university treasurer, said Manchester just about broke even last year but was fighting off a threatened deficit of £5 million this year. People in the university "are right to be surprised and dismayed and perhaps affronted when faced with such a drastic change in atmosphere."

Professor F.G.T. Holliday, vice-chancellor of Durham, in a speech to graduates, questioned the contraction in public salaries instead of prices, the vice-chancellor said.

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"If so, it is more than brutal; it is inability to increase and enhance services mean that waiting lists are growing longer in several parts of the country" she said.

Preliminary results of a survey carried out with the Advisory Council for Adult and Continuing Education show that fees have risen by a quarter in adult centres and colleges during the last year.

Enrolments have dropped by three per cent, adding to falls of ten and eleven per cent respectively in the previous two years. The institute is concerned that the emphasis on the needs of unemployed school leavers has led to older people being overlooked.

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Academic purge feared in Poland

A major purge may be brewing in Polish universities aimed at Solidarity activists and others who have shown themselves unorthodox in the last few months, according to latest unofficial reports.

At the same time General Jaruzelski's military government seems prepared to make at least token concessions to academic circles.

Unconfirmed reports indicate that while workers are detained under canvas in sub-Arctic conditions,

Call to save adult classes

People are having to queue for adult literacy and basic education classes because there are no resources to meet the growing demand, according to the National Institute of Adult Education.

The institute has appealed to the Government to protect adult education services, particularly those which help illiterate, unemployed and early retired people.

Lady Plowden, the institute's president, has written to Sir Keith Joseph, Secretary of State for Education, expressing disquiet about the shrinking number of classes and the prospect of more financial cuts next year.

"Even in relatively protected services such as literacy and basic education, the rise in demand and the

Union warning

The Association of University Teachers has warned London University that any decision to worsen staff-student ratios as part of a £3 million economy package for medical education will be regarded as subject to negotiation.

The union has written to Lord Scarman, chairman of the university court, indicating that the move would be a change in conditions of employment.

Rents threat

Students on rent strike at University College, Cardiff, have been told they may face disciplinary action if they fail to pay their arrears by early next week.

President of the student union, Mr Mike Shrimpton, said efforts to persuade the college authorities to withdraw the warnings, delivered by registered letter to five students, had failed.

The college aims to make its student residence accounts, which ran losses in 1978-79 and 1979-80, to break even

Robin McKie reports from the British Psychological Society's conference

The anxious undergraduate

The traditional view of university students as confident, assertive young people has been challenged by a study of a group of undergraduates, details of which were presented at last week's conference of the British Psychological Society.

In a paper, titled *Anxious and Undermined Undergraduates*, Dr William Alagaratnam told the conference at City University that he had attempted to discover if university students were as socially competent as they were academically competent.

"After all, university education is not merely the transmission of knowledge. It has been suggested that it is also a quest for meaningful identity, attained through dialogue, encounter and confrontation", Dr Alagaratnam said.

In his study Dr Alagaratnam compared a group of student nurses - a profession well known for being submissive, according to Dr Alagaratnam - with a group of young undergraduates drawn mainly from the science and social science departments of a college of London University.

Eight assertive response categories were sampled; turning down requests, expressing personal limitations, initiating social contacts, expressing positive feelings, handling criticism, differing

with others, assertion in service situations, and giving negative feedback.

The results were unexpected, reports Dr Alagaratnam. "The majority of both male and female undergraduates reported high levels of social anxiety and were as a group, more submissive than the group of students of nursing."

He said this unusual finding was supported by larger cross-cultural studies.

Dr Alagaratnam told the conference in London that he believed the social competence - or lack of it - of undergraduates had been largely, if not totally, ignored by researchers - despite its importance in influencing students' self-esteem, lecturer-student relations and the quality of type of seminars and tutorials.

And Dr Alagaratnam, a member of the psychology department of London university's Goldsmiths College, told delegates that the assertion made by the eminent psychologist Carl Rogers that "there is no place for the whole person in the educational system, only the intellect" was supported by his study. He concluded by calling for more representative studies of social competence, so that the need for social skills training for undergraduates in general could be assessed.

British bobby takes another beating

The image of the benign British bobby, somewhat tarnished after a further riot of the summer, has taken a further dent following a research study, carried out by Dr Andrew Colman, a psychology lecturer, at Leicester University.

Dr Colman described the results of his work at the conference in which he took measures of conservatism, authoritarianism and general attitudes towards black people among new police recruits, those who had undergone two months training and a group of probationer police after 20 months service.

Compared with a group of civilians with similar backgrounds, both the raw recruits and probationers were significantly more conservative and authoritarian, while the experienced policemen and women also had markedly illiberal attitudes towards black people and about the death penalty.

These problems could be overcome by introducing psychological screening of potential recruits and also by establishing more and longer training periods for all levels within the force, Dr Colman added.

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Life really does get better after 40

The old saying that people are as old as they feel received scientific support at the conference when Dr John Nicholson of Bedford College, London University, presented his study on What Do Adults Feel About Their Age?

The research involved interviews with 550 men and women of various ages and revealed little evidence that life gets worse as we get older. "The common feeling is that physical and mental slowing down is more than compensated for by greater social and emotional maturity, and self-

confidence", he added.

The study also revealed that few people are aware of awkward ages or crises, the great majority of the sample did not wish to be a different age, and women seem to reach their prime about a decade later than men.

Kermode move

Professor Frank Kermode, who is giving up his Cambridge chair because of the doctrinal rows over structuralism within the English faculty, will take up a chair in humanities at Columbia University, New York, from next July. Professor Kermode, who is 61, announced that he intended to retire five years early from the King Edward VII Chair of English Literature because of the row over the non-appointment of Dr Colin MacCabe to a permanent Cambridge post.

MODERN HUMANITIES RESEARCH ASSOCIATION
PRESIDENTIAL ADDRESS

The President of the Association, Professor A. Parker, will deliver the Presidential Address on "We and the Cosmos: Some Aspects of Comparative Literary History" on Friday 8 January 1982 at 6 p.m. in the Grosvenor Club, 10 Grosvenor Gardens, London, W.1. Admission free without ticket. All welcome.

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New head for learned society

Dr Roy Guthrie is to be the new secretary-general of the Royal Society of Chemistry. At present he is vice-chancellor of Griffiths University, in Brisbane, Australia.

Dr Guthrie, who is 47, takes over from Mr J. Ruck Keene, who is retiring this month, and will be responsible for one of Britain's leading learned societies. It has a membership of 40,000 and a publishing turnover of £7m.

A graduate of King's College, London, Dr Guthrie worked in industry before becoming a reader at Sussex University. In 1973, he left for Australia to become professor of chemistry and the founding chairman of the school of science at Griffiths University.

Bradford to charge for resits

Students at Bradford University who fail their examinations will have to pay to resit them, because of the spending cuts.

The general committee of senate agreed in principle to charge for resits and a fees subcommittee will now decide how much and how to implement the charges.

Last year, Bradford University's examinations were £80,000, approximately one-third resulting from resits. Last year about 1,000 students took resits.

The fees committee will probably ensure that genuine cases of financial hardship will be examined on individual merits. Bradford already has mechanisms to ensure that students who cannot take examinations because of illness or adverse personal circumstances, or do badly for the same reasons, are able to resit on the assumption that it is their first attempt.

The decision to approve the fee changes, in principle, was agreed by a 2-1 majority, with student members of the committee dissenting.

Mr Ashley Palfin, president of the students union said: "We are totally opposed to this discrimination. It means that students with money will be able to resit."

Overseas news

Yugoslav dissident loses appeal

Dobroslav Paraga, a 21-year-old student from Zagreb, Yugoslavia, sentenced earlier this year to three years' imprisonment for human rights activities, has had his sentence extended to five years on appeal.

This marks growing concern by Yugoslav authorities over the increase of separatist sentiment in Croatia and elsewhere.

Mr Paraga was arrested on November 21 last year in connexion with a petition to the Madrid Helsinki review conference on alleged breaches of human rights in Croatia. He was the only student among the 46 signatories, many of whom were intellectuals of considerable standing, and is the only one arrested.

One died under mysterious circumstances when the police called at his home and the rest were simply invited by the security authorities for what in Yugoslavia means, now little more than a polite conversation. Several signatories retracted at this stage on the grounds that they had only signed a continuation sheet, and had never seen the exact text.

At his trial, on May 20, Mr Paraga admitted to collecting 17 signatures, but claimed that his action was justified by the provisions of the Helsinki Final Act, to which Yugoslavia is a signatory.

The appeal court decision may have been in part due to the fact that Mr Paraga was a student at the Zagreb Theological Academy which was separated from the University of Zagreb in the early days of Socialist Yugoslavia.

There has been a mounting campaign against the Catholic Church in Yugoslavia, particularly in connexion with the attempts of the hierarchy to "rehabilitate" the memory of the late Cardinal Stepinac, who is presented, in the official histories, as a collaborator with the nazis.

In addition to his theological studies, however Mr Paraga was enrolled for an external course in law at the University of Sarajevo, which adds substance to his claim that his actions in promoting the petition were legal.

The extension of his sentence comes badly for other Croatian dissidents who have been jailed.

North American news

Comptroller uncovers grants abuse

Widespread abuse of America's national student grants programmes has been uncovered by the comptroller general of the United States, the government's financial watchdog.

In a report submitted to the Senate last week, the comptroller revealed that a recent inspection of 30 universities and colleges had unearthed many instances of students continuing to receive government financial grants although it was clear that they were failing to make satisfactory academic progress.

Student grants programmes administered by the federal government amount to about \$17,000m a year, the report says. But a large number of institutions are failing to ensure that students receiving aid are making the academic progress which is a condition of continuing grants.

The report, complete with individual horror stories of students abusing the grants system, comes at an embarrassing moment for universities, which are campaigning to protect the grant programmes from Mr Reagan's assault on public expenditure.

Anonymous examples cited in the comptroller's report include the case of a community college student who extended his stay after qualifying as a nurse to take a diet of courses comprising car maintenance, yoga, archery and skiing. The extra stay was subsidized by more than \$2,000 of federal financial aid.

Another case involved a student at a four-year public university who disguised his academic failure by taking a large number of physical education

Polish appeal to scholars

Professor Aleksander Gieysztor, and now president of the Polish Academy of Sciences, has appealed to scientists and academics "to show a sense of responsibility for this important sector of national culture entrusted to them, to ensure the continuity of scientific development".

His appeal, reported on Warsaw TV on December 17 shortly after his release from internment in the second wave of police round-ups, spoke of the state of martial law "making stricter and more strenuous demands" on institutions and individual citizens.

The round-up of scholars, many of whom had never shown opposition, is in a marked contrast to the earlier attitude of General Jaruzelski, the Polish prime minister, Communist Party leader, minister of defence, and head of the new Military Council for National Salvation. General Jaruzelski tried to cultivate the academy, paying formal calls on Dr Gieysztor and his colleagues on taking office as prime minister.

The academy however has taken a firm stand for academic freedom during the past 16 months, and at its annual general meeting this month was to demand changes in structure and administration. The demands were expected to include: the abolition of the party-based academy bureaucracy (a by-product among Polish scholars for state interference in free learning); an end to the quasi-ministerial status enjoyed by the Learned Secretary of the academy by which he is responsible to the prime minister and not fellow academics; a phasing out of the problems scheme, by which all research is connected to some urgent problem of the national economy, and a return to direct funding.

Another change supported by the Solidarity chapter of the academy would have allowed academy employees to take up part-time teaching duties in the universities.

During the last few years, the academy institutes have become a haven for academics of suspect political views who were not allowed to teach for fear that they might pass on their ideas to their students.

Had the change gone through, the historian Stefan Amsterdamski, for example, at present a researcher in the academy's Institute of the History of Science, Education and Technology, would have been able to



Mr Jaroslaw Guzy: student leader.

ology, might well have returned to teaching.

Some dissident scholars have already been absorbed into the university structure. Antoni Maciejewicz, a member of the former Workers' Defence Committee (KOR), editor of the underground journal *Glos (The Voice)* and one of the founders of Solidarity's social research centre had a part-time lectureship last term at the Jagiellonian University of Krakow - after students demanded his appointment under the new "self-governance" structure.

In spite of General Jaruzelski's assurances that the restoration of normality will not mean a return to the state of affairs before August 1980, it seems unlikely that his plans include dissident lecturers in the universities.

Already attacks have been re-souled against the emigre scholar Leszek Kolakowski who was invited back to lecture at Warsaw in spring. Although the list of prominent detainees released by the authorities a few days after the takeover is incorrect, (three of the persons cited were outside Poland at the time), it must be taken as an indication of the regimes intentions.

The scholars named included Dr Bronislaw Gieremek, an economist and one of the principal advisers to Solidarity.

It seems that the ruling military council, several of whom are harder-line than Jaruzelski, is opposed to open discussion of social and political issues and of alternative models for Polish society in which intellec-

tuals acted as advisers, and Solidarity chapters in the universities and Academy of Sciences, played an essential role.

The Independent Students' Association (NZS) flouted the proclamation of martial law by sit-ins on several universities. The congress of the NZS was cancelled a few days before the imposition of martial law.

Newsreaders said the situation "has turned the NZS into a political organization, rejected the policy of social accord, and insisted that the clause concerning the Party's leading role be eliminated from the Constitution".

A raid on the NZS headquarters in Warsaw is said to have revealed "instruction materials and illegally published books" to this end. Ominously, the communique concluded that the extent of the "anti-state and anti-socialist" action of the NZS leaders would be determined through "proceedings".

An unofficial list of arrested NZS leaders include its presidium members Jaroslaw Guzy, Agnieszka Romanowska and Maciej Kuron (the fathers of the latter two were among the first to be arrested in the early hours of Sunday December 13), activists Zbigniew Rykowski, Krzysztof Leski, Jacek Kaputowicz, Jan Skurzynski, Janusz Majewski, Jan Fribes and Roland Kruk from Warsaw University and a schoolboy, Piotr Skwercinski, from the parallel organization the FMS (Federation of School Youth).

The Military Council and the Soviet news agency TASS have attacked the FMS, and emergency regulations now demand that all school children aged 13 or more must carry a school admission card, until identity cards on the adult model can be issued to them.

A sit-in at the Catholic University of Lublin, frequently a haven for students excluded from the state universities on political grounds, is reported to have been broken up by security police.

Unofficial reports are constantly swelling the count of personal tragedies and disasters. In spite of the mass arrests the picture of Polish academic life at the close of 1981 has a few gleams of light. Not all academics on the "hit list" were actually rounded up.

Jewish and Arab students clash

Four Arab and two Jewish students were injured, and five Arabs and one Jew arrested, in an unprecedented weekend of violence between Jews and Arabs at the Hebrew University's Mount Scopus campus last month.

The university has appointed a special investigating committee to look into the clashes. The clashes were the first ever between Jews and Arabs at the university, which has some 500 Arabs and 14,000 Jewish students, not connected in any way to political demonstrations or events.

"The fighting was a pure expression of ethnic antagonisms," said one student.

University president Avraham Harman, a one-time Israeli ambassador to Washington, said that the clash was "a very serious matter" but "should not be exaggerated". Some 350 students were involved and "complaints of violence have been lodged with the police and or the university authorities against some 10 persons".

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Demonstrators banned

Two students of Hamburg University have won a court injunction ordering the university to ensure that lectures are not disturbed by demonstrators. Although the case is of legal significance it is unlikely to have much practical effect.

The court gave its ruling during a week of demonstrations and student strikes up and down the country against spending cuts and for higher grants. The federation of student associations claimed that the call for action had been widely followed, but in fact many university departments were working more or less normally.

Some leading politicians, including the federal chancellor, Mr Helmut Schmidt, expressed understanding for the rebellious mood among students. But there is growing polarization between student demonstrators and their passive fellow undergraduates. The reaction of many students to the cuts and the economic recession is to work harder as competition for jobs becomes tougher.

Olga Wojtas talks to Aberdeen's new principal

Cottage industries hope to cut through UGC ice

A former colleague describes Professor George McNicol as having the qualities of an old-fashioned doctor.

The description does not displease the former chairman of the board of Leeds University's medical faculty who is just completing his third month as principal of Aberdeen University.

"I can't see any qualities which are incompatible with running a university."

A concomitant of the family doctor's qualities of patience, understanding and an ability to inspire confidence is seeing people when they are not at their best, and the principal admits that in Aberdeen at the moment, "morale is not good".

Aberdeen, the worst hit of the Scottish universities after Stirling, was completely unprepared for its UGC-imposed cut of 23 per cent. It had reckoned that, at worst, the cut would be half as severe. Despite its antiquity, the 500-year-old university is relatively poorly endowed in terms of disposable assets which could help to cushion the cuts.

What staff found particularly provoking was that the UGC had shown no lack of faith in Aberdeen's academic ability. "The specifics were trivial," says Professor McNicol. "We had to collaborate with Glasgow over Norwegian down, which the UGC didn't seem to know. We had to consider doing something about Italian. And we had to increase numbers in biological science."

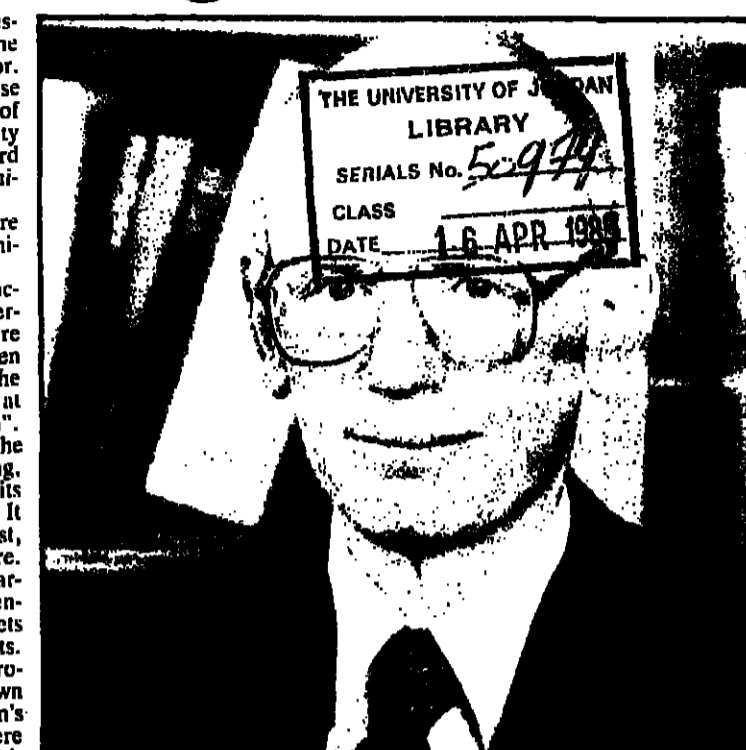
The UGC advised that the university's intake be reduced by only 200 from more than 5000; Aberdeen was being told, in effect, to continue so wary of such risks that one could disavow one's former discipline by trying to ignore it.

But more than that, his remarks have been a deliberate tactical move. "I selected medicine for public comment because it highlights the unwisdom in allocation, and has obvious public appeal for the good reason it will have public impact. I hope the university community will see the way I'm exercising the responsibility of office as fair and balanced."

Professor McNicol's principalship has been characterized by consultation and discussion. "The academic community is made up of very gifted, intelligent, well motivated people. It would be obscuring not to take advantage of their collective wisdom. A university is not a factory, but is made up of interacting cottage industries. No one person can have a full appreciation of the problems of the people living in the next cottage, let alone on the other side of the campus."

Despite very comments on how much each exercise is costing, the principal has ensured that all relevant documents are circulated to staff members. Participation extends to students whose representatives sit on all main decision-making bodies. Student participation is still fairly un-enthusiastic in Scottish academic circles, and Professor McNicol was somewhat taken aback by the amount of student involvement when he went down to Leeds. He was not initially in favour of it, but cheerfully admits he was converted by its quality.

"But I don't see my role as a collector of voices," he stresses. "The principal is there to provide leadership, and this is particularly important when times are difficult. He does not envisage any major restructuring of the university, or the



Professor George McNicol: qualities of an old-fashioned doctor.

caused by government cuts is "a frivolous attempt at a financial conjuring trick".

Professor McNicol is well aware that his many public statements on medical care make him likely to be accused of partiality for his own subject. He points out that one could be so wary of such risks that one could disavow one's former discipline by trying to ignore it.

At present there are four divinity faculties in Scotland, and it is assumed to be inevitable that one if not two will disappear as a result of the cuts. But Professor McNicol is firmly defending all parts of his university, particularly those which might feel themselves in the front line.

"Universities have a non-utilitarian aspect. You're not just imparting specific skills which will last a graduate through a lifetime, but also the desire to learn, to assimilate new knowledge and maintain excellence. We have a non specific role in training people for leadership in the community, and you can see the relevance of the arts in that context. I would like to see a strong tradition of classical scholarship maintained, and philosophy and history. I also believe there's a strong role for sociology in universities. It's as important to know how society works as how the physical world works."

Professor McNicol is particularly concerned with innovation, and in the new year will launch an appeal for funds for new ventures to former graduates, and the local community and industry. "The university's not worth preserving if it's preserved ossified. It's not a fly in aspic."

Despite the shock felt throughout the university at the cuts, the principal maintains he is "very far from despair". "I think despair is self-fulfilling prophecy. The time to show resolve, determination and enterprising is when life is difficult. I would hope those are qualities I can in some measure bring to bear on the problems of Aberdeen." The skill of an old-fashioned doctor may yet pull the university through its crisis.

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Blacks lag behind in getting into college, says Ford

from Peter David

WASHINGTON Enrolment of black Americans in higher education institutions has faltered and, in the case of graduate and professional schools, declined, according to a new Ford Foundation financed study published last week.

The survey, undertaken by the Howard University Institute for the study of educational policy, says that overall student enrolment in graduate schools reached a peak between 1976 and 1979.

Between 1976 and 1978 total graduate school enrolment dropped from 1,885,000 to 1,876,000 students, a decline of 2.5 per cent for full-time students.

Some ethnic groups, including Hispanics and Asian Pacific Islanders, nevertheless showed enrolment increases of more than 9 per cent. Blacks, on the other hand, led the

field in declining enrolments.

Between 1976 and 1978 black enrolment declined by about 3,500 students to a total of 61,918 students. At this number, the report says, blacks constituted only 5.8 per cent of the total graduate student numbers, and even a doubling in their enrolment would not result in racial parity.

In professional schools, too, black enrolments lagged behind all other groups between 1976 and 1978, when student numbers generally increased. While full-time student numbers increased more than 5 per cent, the number of blacks remain virtually unchanged, levelling off at just over 11,000 students. In law and medicine - described in the report as important barometers of equal opportunity - the progress of blacks was particularly disappointing.

Demand high for engineers

American students graduating next summer face reasonably bright job prospects despite the gathering economic recession, according to a national recruitment survey published this month by Michigan State University.

Graduates in some fields, particularly in engineering and computer science, will be in high demand, although demand has levelled off or even fallen in some non-technical subjects.

A survey conducted by the university of 428 businesses and government institutions showed that salary offers would be about 5.2 per cent higher than they were last year. The highest starting salaries would be paid to chemical, electrical and mechanical engineers, who could expect more than \$22,000.

Students majoring in social sciences, however, could expect starting salaries of only \$14,112 - about \$1,000 a year less than the salaries which would be offered to graduates in hotel and restaurant studies.

Open University programmes January 2 to January 8

Table with columns for dates (Saturday January 2, Sunday January 3, Thursday January 7, Friday January 8) and programme details including titles and times.

Why the West needs to see

Ninian Smart offers an approach to political



How do Hindus fit into the world views of

Worldview analysis is an important part of religious studies. It is a part too of sociology, anthropology, philosophy, history and literature. It has ramifications in art and psychology. It is a vital and fruitful ingredient in education, one which is so often is pathetically, indeed, almost willfully, neglected. It is likewise of vital interest in shaping the minds of those who need to act in politics, above all in matters of foreign policy.

I want first to outline what worldview analysis is. I shall then make some more particular references to its role in understanding foreign affairs, especially in these more militant days of Alexander Haig and Margaret Thatcher. I shall conclude with some thoughts about its needed role in education.

A central part of the study of religion is the attempt to understand and to analyse major religious belief systems, and the symbolic life of various cultures. It is true that in earlier tradition - and still in our seminaries - the study of religion is primarily conceived as trying to illuminate our own tradition - most often Christianity.

Such theology is more concerned with articulating faith than understanding the variety of faiths. But in a more modern academic environment of greater cultural outreach and of the growth of the social sciences and a deeper view of the humanities, religious studies has a broader cast and a different goal from that of Christian, Jewish or whatever theology. If we wish to understand how people view the world we need a wider perspective. In a sense the theologian, like the preacher, becomes part of our data. His or her views are what we seek to understand and analyse.

So the modern study of religion is necessarily plural and comparative. It also does not presuppose the truth of any religion or even of religion in general (if such could be said to have truth).

Truth in these matters is debatable, varied. What is not in the same way debatable is the fact that women and men are moved by such truth. It is this empirical side of religion that religious studies first of all must focus on.

Now, for systematic worldview analysis you must stretch religious studies so that it reaches towards and across secular worldviews, and incorporate the insights relevant to the theme from the other disciplines - philosophy, anthropology, sociology. But I have not said directly yet what it is.

Broadly the supposition is that in order to understand human actions and feelings you need among other things to know about the way humans view the world. That is, what kind of beliefs and values they have. Largely such beliefs and values are expressed not just intellectually but in ways that relate to feeling and action through symbols and styles of ritual, ceremonial and performative language.

Mostly worldviews are syncretic: thus a Catholic fishman typically has woven together into his worldview elements from Catholic Christianity and elements from his consciousness of the Irish past. Incidentally an important ingredient in most modern worldviews is nationalism. Hence Maoism combines motifs from Marxism-Leninism with elements related to Chinese reconstruction.

Generally speaking a fully formed worldview will relate in individual both to the cosmos and society. It is a triangle: cosmos, others, the

self. In traditions which are religious something transcendent lies beyond the visible cosmos; something sacred lies behind social order; something eternal lies below the everyday self. In secular philosophies, there are often analogous patterns: behind the visible world are simply minute constituents of matter, behind society lie laws of development, beneath the conscious self lies the unconscious.

Typically too a worldview has not just a horizontal structure, the triangle of forces I have just mentioned; it develops a sense of identity through myth and history. Reagan's worldview is much bound up with his sense of belonging to the American tradition, which glows with events like 1776, Appomattox, the building of the Panama Canal, two world wars, Christianity and Marxism have theories of history. In some societies this role of giving a sense of the meaningful past is given by myth.

In order to bring out the nature of a worldview various methods are needed. I think our analysis should initially involve structured empathy and contextual integration. Let me draw out the meanings of these terms. First, empathy. The worldview explorer needs to put himself within the other person's or other group's world: what does it feel like to be Brezhnev or Mrs Gandhi or a Thai intellectual or a member of the Moral Majority? We often have to make a powerful and creative effort of imagination in order to get outside our own skins. How little are we taught to do this. So, first, empathy.

But it has to be structured. The worldview of another culture, group or individual is a collage, composed of many interacting parts. How can we know what it is like to be a fundamentalist without knowing quite a lot about the Bible and about how that is dynamically used within the triangle of forces I mentioned? No, second, structure.

But it is easy just to look on a worldview as a set of ideas. Those ideas have to be set in living context. Thus it is no use seeing that people believe in God without seeing what this means in practice - as a way of worship, as involving certain kinds of sentiment and experiences. So part of worldview analysis is seeing it as beliefs which are integrated into a living context of action, institutions, life. So, third, integration.

Clearly this description of what I mean by worldview analysis is liable to give rise to a number of comparative and crosscultural questions: when we begin to see for instance how the Chinese set of worldviews had an influence on the way China came to look at modern science and technology, or when we consider the way in which mental structures lie behind certain elements of the Japanese economic success.

We may ask questions as to the correlation or otherwise between kinds of religious experience and kinds of moral values. We may consider whether secular ideology can fulfil all the functions performed by traditional faith; and so look afresh at the way Marxist belief

actually operates in the Soviet Union and elsewhere. We may consider how apt some worldviews are to correlate with contemporary science. And so on.

We may note also that since a worldview is so to speak simultaneously cosmic and personal it mediates truth or what it takes to be truth symbolically. This is true even of more abstract sounding worldviews such as Marxism. The ideas of revolution and liberation have such loaded and symbolic value.

Successful worldviews are ideas and symbols that have power. So the primary question about them is whether they have power not whether they are true or not.

Let us now look at a few examples where we may be in error if we fail to see the meaning of certain worldviews. Consider Western attitudes towards Iran.

First the West's strong postwar stake in Iran arose from two thoughts, one about Communism and another about oil. In the days of Dulles and now again in the days of Haig, the world is seen as an arena of struggle between two ideologies: revolutionary Marxism and the beliefs of the so-called "free" world. Roughly the latter is supposed to refer to some general idea of liberal democracy. But how do these worldviews get perceived from the direction of a broadly Islamic culture?

Though Marxism is to be combated because it is atheistic, it of course in no way follows that liberal democracy is to be courted. This is so for a number of reasons: First, modern democracy is pluralist in a way which is uncomfortable for the religious leaders of an Islamic country. Second, liberal democracy is largely coincident with Western consumerism, many of the cultural manifestations of which are non-Islamic.

Third, the more a foreign culture is intrusive the greater the stimulus to nationalism. Fourth, in the case of Iran, the notion of solidarity with the free world had to be precarious in that the Shah, though happy to use Western technology to modernize, ruled in a non-liberal manner.

Fifth, the intrusion of Western values into Iran was bound up with the Shah's plans to change his country in fairly drastic ways, and yet he himself hardly could offer a persuasive ideology - after all, he modelled himself on the ancient Persian Empire: to some extent he was making the same grandiose moves that Hitler and Mussolini made before World War II. All this is of course well known, but failure to analyse the situation was a factor in erroneous policies towards Iran.

Iran is a case where religion and a new nationalism become identified. Consider how the power of such a combination has been underestimated (eg, by the Soviets in regard to Romania and Poland, by the British in Northern Ireland). Similarly we have tended to see Marxism as more monolithic than it is, and to fail to see that part of the potency of Marxism lies in its capacity to mobilize national identity in certain countries.

Incidentally Marxism finds the going hard in countries which have a deep Islamic culture, and it also seems to be the case that predominantly Protestant countries are largely imperious to it. But it has more potentiality elsewhere, for a variety of reasons.

Let us consider Latin America. Though the predominant worldview of those who struggled to gain independence for the Spanish colonies of the Americas was nineteenth century liberalism, this was an ideology which came to see

his religious and nationalist prejudices and there can be little doubt that these were engaged here as well.

The towering achievements of Leavis do not include an awareness of music or visual art as favourable influences on the poet. In poetry he put a stress on concreteness and precision of imagery, in justified reaction to the fuzzy romanticism still about. In applying this test to Shelley, however, he was comprehensively refuted by D. J. King-Hele, an authority on earth satellites, who pointed out that Shelley's descriptions of weather were not only in advance of his time but reasonably valid even now.

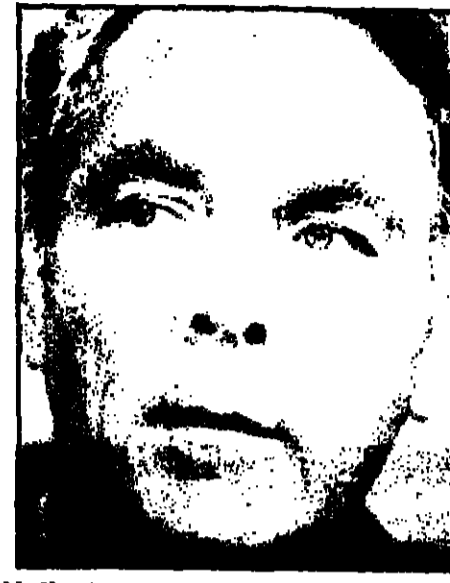
The rigours of the New Criticism didn't allow for reference to supposedly irrelevant factors like Shelley's scientific experiments or Milton's contact with Galileo, still less the consignment shipped home from Venice by Milton which included a "chest or two of choice Music-books of the best masters flourishing at that time in Italy, namely Lucio Marenzio, monie Verde, and others.

No, it was words on the page that were the business of poetry critics and overwhelmingly in relation to that elusive concept, idiomatic speech. So we have Leavis blaming Milton for "fremtlessness from any English that was ever spoken" and "caltness to the intrinsic nature of English", a feeling that became quickly and comfortably acceptable. That was in 1936.

In 1962, Milton's style is "a

the world as others see it

analysis with implications for ways of teaching



Western Christian leaders like Mrs Thatcher and Mr Haig?

itself as somewhat remote in spirit from the liberal democracy of the United States, for several reasons.

First, it was aristocratic in temper, and so paternalistic rather than egalitarian. Second, there has been a strong strain in Hispanic liberalism of a kind of spiritual positivism which perceives Western democracy as materialistic and gross, compared with the vision of Spanish values which could paternalistically be spread through art and education to the masses in a harmonious way. Third, whereas Western democracy has religious pluralism, this is not evident in the way in which Latin American Church-State relations have developed. Thus the anti-clerical positivist strand among the upper and middle classes has given the Church a certain ambivalence in regard to the two-culture stratification. Consequently the way is prepared for new forms of liberation theology which ally many Christians with social revolution. That there should be a Marxist ingredient is not surprising, since fourth, the fruits of capitalism as seen from south of the Rio Grande are generally speaking not a higher standard of living and individualism, but rather a strong acquisitiveness at the expense often of the defenceless.

Consequently it is hardly sensible to speak simply of Left, Right and Centre in most of Latin American politics. The structure of the relevant worldviews is much more complex than such a spectrum can measure.

One feature of the development of modern Christianity is that it has become more ecumenical, with an increase in the weight of Southern opinion including Latin American, African and Asian.

An ambiguity arises: Christianity blends with the personalism and pluralism of the democracies, and is at odds with the totalitarianism of Marxist countries. On the

other hand the poverty of the South often has a perceived relationship to capitalist and colonialist forces and attitudes emanating from the democratic North. Even if many Northern Christians react against this, especially where an assertive conservative patriotism is vigorous, it remains an important strand in Christian thinking, and is a factor in radicalizing many Christians.

If we look to the Indian subcontinent, other lessons concerning worldviews may perhaps be learnt. Recently Mrs Thatcher, visiting the Republic of India, defended Western support for Pakistan because it is a "front-line state" in the global struggle against the Soviets. However, if the Soviets can hardly control the Afghans because of nationalism and religion working together stimulated by outside intrusion, it is hardly likely they would find the control of Pakistan easy.

But that aside, the problem facing the Western politician is this: Pakistan exists because of the negation of the religio-political pluralism of India (thus Jinnah did not trust Gandhi's policy), and per contra because it is Islamic. Virtually nothing else unites it - it is a kind of modern Muslim rump of the Mughal empire. Because the logic of Pakistan is not ethnic but religious it is logical that it should form itself into an Islamic state. But that already sets it against the principles of "freedom" as the Westerner understands it. By contrast the self-conscious pluralism of Hindu India has much more affinity to Western pluralism. Thus ideological affinities are greater between India and US than between Pakistan and the US.

Yet paradoxically, the ills to Pakistan are partly the result of anti-Soviet suspicion but also maybe because of a tension within Western and in particular the American worldview. The tension may be described as an

asymmetry between the ideological manner in which enemies and friends are chosen. Thus, support for Zia or for Pinochet derives from the fact that they are perceived to be anti-Communist or anti-Soviet. It is not inhibited by the thought that apart from some aspects of self-interest the ideological reason for opposing the Soviets is defence of a libertarian system.

Lack of a worldview which can succeed in mobilizing support around the globe is itself a weakness for US foreign policy, and more generally for Western policy. This is partly because social democratic and pluralist societies have in recent decades taken the superiority of their system for granted, and have not thought through the limitations that it contains when looked at from a global perspective. If you do not have an effectively persuasive worldview you have to rely for friendship on self-interest, coercion, cash or all three, and none are so efficient as commitment to a programme which will improve human welfare.

However, the formation of a worldview which will synthesize elements from the religious, political and cultural past of the West is a sort of theology, and I have attempted it in my recent Gifford Lectures. But the main burden of my argument is that the understanding of the worldview structures of the globe is important for intelligent responses in international politics. But it is an aspect of education considerably neglected so that even intelligent people in high places can be strangely ignorant of the religions and ideologies of the world.

Whether we look to the UK or the USA or other English-speaking and European countries the neglect of worldview analysis in our high schools and part stems from strangely sensitive and confused attitudes regarding religion. It partly stems from the ethnocentrism endemic to tribes large and small, and especially to the modern nation State, keen to instil patriotic and safe thinking among the young.

Thus in regard to religion: either you can't teach it for fear of upsetting the Church-State balance or in private schools and establishments you teach religion not in the sense of exploring it but in the sense of indoctrinating, instilling Christian or Jewish or whatever values. In either case comparative study suffers. It is true that it is quite feasible constitutionally in America to have religion studies in public schools: but how much pressure is there for it? Mention religion, and minds shrink or souls salivate. Some general knowledge of worldviews should be a necessary ingredient in general education.

happiness and welfare - towards blindness in understanding alternative ways of viewing life. They see the world as needing enlightenment and progress. Hence some of the successes and disasters of development economics.

At any rate the rationally minded liberal tends to be as ethnocentric as the conservative. Thus very often for him worldview analysis becomes identified with applied philosophy, and philosophy with a particular analytic slant on human affairs. In brief, ethnocentrism tends to mean educationally either hostility to other viewpoints than patriotic Christianity or hostility to worldviews other than scientific humanism. These worldviews might be right; but we should not confuse issues of ultimate truth with issues of empirical importance and power.

Similarly, in higher education there is too much misunderstanding of the role of comparative religion or religious studies for it to be admitted lightly as a necessary ingredient. It is more traditional to think: everyone should study some philosophy. But modern philosophy is admirable maybe as a tool for reflecting rationally: it is not informative or committed greatly to integrated structured empathy.

It is partly for these reasons I like to use worldview analysis. International or cross-cultural worldview analysis should in my view be an ingredient in a core curriculum. It is the superiority of our system that we cultivate knowledge, and give ourselves great freedom of enquiry. Worldview analysis would have little place in blinkered cultures like the Soviet Union or Pakistan or Libya or Romania or Albania or Guatemala. Yet, alas, sometimes we catch their diseases, and begin to look at the world in ways that display little empathy, little subtlety, little knowledge, and mostly superficial futilities about the free world which we fail to perceive through other eyes as a world of internal marvels and external machismo, ignorance and rapaciousness. That is why liberalism itself cannot be simply an internal posture.

It is the heart of my proposal that worldview analysis should be descriptive: it should seek to exhibit and unfold, but not to judge: that can come later.

But a proper and effective outlook for the social democracies of the West - now we are moving into a tightly interacting global era - is something which is a global analog to social democracy - that so far as possible we should respect and tolerate culture pluralism, encourage free institutions and act to alleviate the disasters of poverty in a new economic world order. The danger of the neo-Dulles stance of Haig and Thatcher is that our countries of the amazing and fruitful West will ride roughshod over alternative stances, such as those of Hindu India, and thus alienate some of our natural friends, will support cruel and often unstable dictatorships and will remain indifferent to the major problems of world poverty.

But whether we accept this stance or some other, extra knowledge of how human beings act will surely enhance our efficacy. That is why we need cross-cultural worldview analysis to be taken more seriously.

The author is professor of religious studies at the University of Lancaster.

Laurence Kitchin uncovers an obscured style

Milton and Baroque

Milton as frontispiece to first edition of Paradise Lost



On a bank holiday more than two decades ago, coins were to be seen in Archer's ornamental basin surrounding the cascade at Chatsworth. It seemed odd to come upon a Roman custom in Derbyshire, until one connected it with a popular movie then going the rounds, and its theme music: "Three Coins in the Fountain", which referred originally of course to the Trevi.

The Baroque, once described as "the architecture of despotism" is also a popular style, intended as such when the Roman Catholic church set about reaching the masses as a counter to the Reformation.

Death with only disparagingly as a debased version of classicism in Hansler Fletcher's standard work at the turn of the century, the baroque has long been central to art history studies in England since immigrants from Central Europe such as Pevsner and Wittkower began to show us what it was about. More recently, music has caught up: air waves, opera houses and even BBC2 are loaded with Monteverdi and Handel.

A lot of it comes from St John's, Smith Square, also by Archer, who has thus rather surprisingly got a foot on both the popular and the elitist aspects of the style over here. Finally, to mark an acceptance, we have Gothic Westminster superseded by St Paul's for a royal wedding viewed by millions.

Where the acceptance has lagged behind, and a long way behind, though perhaps inevitably, has been in literary studies and criticism. Recently Nicholas Brooke and others have been at work on Baroque elements in Shakespeare and the ide

has probably turned, but there is still considerable resistance in areas otherwise well informed. Abroad, this reluctance to admit literary affinities with a splendid international style is regarded as an insular eccentricity like driving on the left. On the other hand, both (and again, Trilling) wasted time on questions relating to Milton which have been resolved by a less austere approach.

What was the cause of it? Why, for example, when London Transport issues a guide to Hawksmoor's churches, do some literary experts continue to shy away from the Baroque ingredients of Milton, to take an obvious example, even going to the lengths of denying that such ingredients can be found?

Reasons for disapproval of the style are political, religious and academic, finally perhaps insular. In literary studies the delay in attending to it is first of all a result of English departments having been so long cut off from other disciplines and behaving as if the visual arts didn't exist. Studies like those of Robert Gittings on Keats, not to mention television's dubious habit of screening the Lake District as background to Wordsworth's verse, has put an end to such rigidity of critical method, and in view of the media interplay of sound and vision (very much a Baroque formula, anyway), not a moment too soon.

In part, at least, the time-lag has been the result of a blinkered approach, even when the data cried out for reference to a broader category. Even more it has come from two major critics, Eliot and Leavis (one might also include the Amer-

ican, Lionel Trilling). In one way that has been an advantage. If either of those had been diverted to a vast subject out of tune with their temperaments and their intention to foster a tradition of "living English", we would have been impoverished. On the other hand, both (and again, Trilling) wasted time on questions relating to Milton which have been resolved by a less austere approach.

Eliot writes at one point that English "verse of the seventeenth century - admitting the one difficult case of conversion, that of Crashaw - is finer than that of any other country of religious communion at the time." The parenthesis is revealing because Crashaw's conversion was followed by assimilation of a full-blown (some might say over-blown) Baroque style, recognized by Mario Praz, significantly not English, as far as the mid-1920s.

For Eliot the interest would be in Crashaw's earlier participation in the community at Little Gidding. But that was not really a "difficult case". Eliot does take a cautious step towards architectural analogy, where he says "St Paul's in comparison with St Peter's is not lacking in decency", a remarkable reaction to that grandiose pile of Wren's. And what is he saying about St Peter's? He is to sum up Milton as "the greatest master in our language of freedom within form", whatever that means. Not surprisingly Milton was another difficult case and Eliot haughtily admitted the conditioning of his criticism by his own aims as a poet. He was inevitably more reticent about

his religious and nationalist prejudices and there can be little doubt that these were engaged here as well.

The towering achievements of Leavis do not include an awareness of music or visual art as favourable influences on the poet. In poetry he put a stress on concreteness and precision of imagery, in justified reaction to the fuzzy romanticism still about. In applying this test to Shelley, however, he was comprehensively refuted by D. J. King-Hele, an authority on earth satellites, who pointed out that Shelley's descriptions of weather were not only in advance of his time but reasonably valid even now.

The rigours of the New Criticism didn't allow for reference to supposedly irrelevant factors like Shelley's scientific experiments or Milton's contact with Galileo, still less the consignment shipped home from Venice by Milton which included a "chest or two of choice Music-books of the best masters flourishing at that time in Italy, namely Lucio Marenzio, monie Verde, and others.

No, it was words on the page that were the business of poetry critics and overwhelmingly in relation to that elusive concept, idiomatic speech. So we have Leavis blaming Milton for "fremtlessness from any English that was ever spoken" and "caltness to the intrinsic nature of English", a feeling that became quickly and comfortably acceptable. That was in 1936.

In 1962, Milton's style is "a

medium the distinction of which is to have denied itself the life of the living language". Similar attacks were made on Tasso and Gongora in their day; indeed it seems to be an occupational hazard of late Renaissance poets, including Shakespeare if we are to take Leavis's downgrading of Othello as in part a recoil from his elaborate speech.

Both Eliot's and Leavis's track record on Milton would have more weight if either of them had read, for example, Tasso, as Milton did, in the original. Yet Leavis confessed to carrying *Paradise Lost* round with him until the cover was frayed. A "difficult case" if there ever was one, yes, much more so than Crashaw. But Milton the linguist might have been given the benefit of the doubt, at least in so far as the style he adopted was in part an adaptation to English of modern European methods.

It looks like a touch of insanity in two major critics, and indeed it is their insanity which most seriously threatens their future reputation and significance. For all Eliot's displays of learning (dubious displays, as we now know), in temperament and even physical presence neither of these great inheritors of the Anglo-Saxon Puritan tradition can be visualized as anything but alien in, say, the gilded surroundings of a Counter Reformation church.

At stake here is not just the critical nomenclature or even a vital aspect of Milton's achievement, but the charming in-English poetry of an originally continental style, a buried tradition. An obvious example in Shakespeare is the naked babe in

Macbeth's soliloquy, who could have taken wind from a fresco. He might equally have appeared in chronicled legend, of course; it is the coincidence that is likely to be striking in the poet's mind. Ariel in *The Tempest* embodies that motif, along with its corresponding stage mechanics, in a major dramatic role.

But there was still no need for one reviewer, troubled by the eclectic mixture of styles, to ask if a poem can be half Baroque. Only in critical oversimplification do the masters conform to a single style.

It is unlikely that Milton was unaware of all this, though his role as PR man for the Roundheads set him in an awkward relationship to Cavalier taste. His grand style was rehabilitated by Christopher Ricks who unveiled its complex merits in 1963. There the term Baroque is only found in a footnote, frustrating because Ricks gives "instances of Milton's seeing a scent" and of his "recurring insistence that sound is a movement of the air"; and these are typical of the intermingling of effects and habitual in buildings where painted figures overlap their frame to seem statues or trumpet soundlessly or pretend to be actors grouped on a stage.

With a notable exception of M. M. Mahood who long ago included a section roundly called "Milton and Baroque" in her study of poetry and Humanism, the urgent work of viewing him not only as a theologian, politician, Latinist or English poet but as part of his contemporary scene in Europe, has been mainly translational. Contributors have included Roy Daniels, based in Cana-

da, Wylie Sypher and in 1980, at last, a study by Murray Roston with reproductions of relevant Italian paintings, *Milton and the Baroque*.

Why that style was so long in disfavour here was first explained by the art historians who needed to account for the wholesale destruction of Baroque formal gardens and displacement of Wren by neo-classical builders. Anything associate with Louis XIV, recently defeated in Marlborough's wars, was out. He was not only a supporter of the Stuarts, and thus a menace to England's national identity from Europe, but a symbol of Roman Catholicism itself. This accounts for the eclipse of a style, but scarcely for its rehabilitation to the sin bin for 200 years. Clearly some very deeply rooted prejudice is involved.

What, briefly summarized, are the characteristics of the style? It is, among other things, ponderous and militaristic in a rectilinear parade-ground fashion. It is bulbous, swelling out into curves on the front of otherwise classical buildings; sensually painted female bodies; its frescoes are alive with cupids catapaulted in droves across domed segments of a starry sky.

There is much use of theatrical lighting and illusory three-dimensional space, often set in a real or painted proscenium arch, as in traditional English music-hall or pantomime, the mysticism, where a saint's merging with deity suggests orgasm, can be equivocal. There are spots where things to never was in Eliot's "decent". The delight of Romans in the Bernini fountains is a

proof of Baroque's popularity. In fact in some ways it is a fun style, exuberant. For a long time in England, no doubt, that was precisely the trouble.

There is really no reason why a generation, primed by new dimensions of space exploration, by the Italy of Fellini and Visconti, and addition to "multi-media" effects, should any longer be deprived by reductive criticism and residual Puritanism of enjoying an important aspect of Milton.

What Ricks calls the "fluidity of syntax" could be given a whirl in some setting like the painted hall at Greenwich or St John's Smith Square itself, interspersed with Monteverdi, though not with music rendered distractingly behind the text. That would restore the partnership of visuals, music and the word central to Baroque entertainment. It would at least draw attention to some of the things Milton does.

As good a choice as any would be *Paradise Lost* Book VII where Raphael describes the Creation including "light (determinedly plural), 'spangling the hemisphere' (another touch of theatricality). When birds appear the cock sounds a might clarion. Finally the Almighty rests on the seventh day, "but not in holy silence kept". Far from it. He's entertained by instruments vividly listed and what reads like boisterous and exuberant singing. A long way from the grim, poke-kneed Sunday mornings of Eliot and Leavis; under their English heaven.

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Name of the game: contraction

Policy/ John O'Leary

There were new faces at the top, some important new developments but little good news as higher education spent 1981 in the shadow of the Treasury's axe. On both sides of the binary line the name of the game was rationalization but the game itself was contraction.

After March's Expenditure White Paper there could be few illusions about the prospects for both the universities and the public sector. Further and higher education was to take a 6 per cent cut, compared with 4 per cent for education overall, which in turn was 8 per cent worse than the previous year's plans had indicated.

Although parity of treatment between the two sides of the binary system was to be maintained, the public sector took a cut of 11 per cent because of readjustments in catering and residence budgets. The rest was to be a reduction in funding for polytechnics and colleges which would bring staff/student ratios down from 8.7:1 to 9.5:1 in polytechnics and colleges, while universities moved from 10.5:1 to more than 11:1. The department accepted that such a change would entail redundancies.

Subsequent meetings of the joint central and local government Expenditure Steering Group on Education quantified the likely consequences for the public sector, forecasting a 17 per cent drop in lecturing jobs. Premature retirement schemes accounted for the number of job losses eventually agreed upon for 1981, but the unions waited uneasily for the coming crunch.

The universities heard their fate sooner, the University Grants Committee having decided to administer the Government's medicine rather than resign on a point of principle. Vice chancellors spent the last part of the year arguing for an extension of the timescale of their cuts from three years to five, enlisting the support of MPs of all parties along the way. Nevertheless, the signs were that such a scheme would be less likely than a straightforward redundancy fund to find favour with the Treasury.

The Select Committee on Education was just one of the bodies to lend its support to a softening of the Government's line. Its members expressed the view that universities would go bankrupt if the Government did not act and also cast doubts on the current state of the Robbins principle of open access to higher education for suitable applicants.

Official reaction to the committee's previous report on higher education was frustratingly slow to emerge from Elizabeth House, and at first seemed to indicate a determination to ignore the MPs. The Government's initial response, which did not cover proposals for a national body to oversee developments in the public sector, proposed not a single new measure in response to the report's 46 recommendations.

More than six months later the Green Paper on plans for a national body was published, confirming DES plans, leaked in February, in *The Times* and *The Times* and local authority proposals which had already been made public. Unlike the Select Committee, the DES proposed to do away with the local authority link for polytechnics and selected colleges and institutes of higher education, taking those with 70 per cent or more advanced courses into direct control. It was a scheme which directed its most direct opposition from all political quarters, as a result, became unworkable given the Government's legislative timetable.

The Council of Local Education Authorities, meanwhile, had published its own proposals for national planning, which became the alternative option in the Green Paper. This would maintain local control but

allow the DES a role in distributing funds in a more liberal system of rationalization.

It was the Cabinet reshuffle, which included the return of Mr Mark Carile, Secretary of State for Education, to the backbenches and the transfer of Dr Rhodes Boyson, under secretary for higher education, to responsibility for schools, which precipitated a break in the deadlock. Sir Keith Joseph, the new Secretary of State, at the instigation of Mr William Waldegrave, Dr Boyson's successor, presented the local authorities with a compromise.

The Interim Committee for Local Authority Higher Education, which should start work this month, was to be a joint DES/local authority body chaired by Mr Waldegrave himself and serviced by a board of officials which would include union, institutional, industrial and validating interests. Mr Christopher Ball, warden of Keele College, Oxford, was chosen to chair the board.

Faced with a proposal which was much nearer their own than that put forward by the DES, the local authorities had little choice but to accept. And, although there was vigorous opposition from most quarters of higher education over the composition of the board, the new system was ready to take its first tentative steps by the end of the year.

It had arrived sufficiently late in the day to be spared responsibility for next year's APE pool, which was set at the surprisingly moderate level of £330m - a cut of 3/2 per cent. Instead, a sub-structure was to be created to make recommendations on course approvals, leaving the business of distribution for another year.

The new body was also expected to return to the thorny question of college government, which had occupied a working party throughout most of 1981 without a report being published. Members of the group identified various areas where tighter controls could be introduced, following the wishes of CLEA, but the report was put on ice.

Late in the year the DES took further steps to secure control of higher education spending when it surprisingly announced the halving of undergraduate fees. The move was intended to prevent institutions packing courses in order to boost their incomes and was seen as an oblique response to the Public Accounts Committee, which had recommended the imposition of cash limits on student grants in order to control student numbers. The grants system itself survived a few alarms after the arrival of Sir Keith. Mr Waldegrave announcing that there were no plans to make structural changes.

The new ministerial team could hardly have been more different from the last. While Mr Carile had been a relatively obscure figure to choose as Secretary of State with a reputation for siding with the so-called "Wets" in Cabinet, Sir Keith was a hard-line monetarist and the most senior politician to come to Elizabeth House for many years. Mr Waldegrave, on the other hand, had been in Parliament for a mere two years, was a Fellow of All Souls, Oxford, and a critic of Government economic policy.

Universities face bigger challenge

Universities/ Ngalo Crequer

In 1981 the wolf finally arrived at the universities' door. Next year it looks as though it will be carrying away some of its prey.

They are now facing their biggest challenge in modern times and nothing will ever be quite the same again. The cuts in funding have changed attitudes, academic structures and ultimately will radically change the nature of the institutions as they cling for survival.

The year came roughly two stages. From January to July the universities waited in fearful antici-

ipation for their letters from the University Grants Committee which would tell them by how much their grants had been reduced.

The previous year had ended with the abandonment of level funding and a £30m cut in the recurrent grant for 1981-2. The Committee of Vice Chancellors described it as severe blow. Universities started to work out, very tentatively, what the cut would mean in terms of job losses.

In London, the Swinerton-Dyer inquiry said the university would have to be 10 per cent smaller and 15 per cent cheaper. The University of Wales Institute of Science and Technology and University College, Cardiff, started to talk about merger.

By March it was clear that the UGC letter was going to be delayed. The rumours and leaks started to circulate. The universities were going to be divided into first, second and third class institutions, the UGC would give very specific advice to institutions, the UGC would resign because the cuts were too awful to contemplate. Everyone had their own theory and their own "hit list" of institutions.

The word "autonomy" was on everyone's lips. Everybody still believed that whatever came to pass nobody could tell the universities what they could or could not do.

Then came a little more hard information in the guise of the Expenditure White Paper an 8 per cent reduction in higher education spending. The CVCP started to talk about the "surgical operations" that would have to be performed on the universities. Its chairman, Sir Alec Morrison predicted that up to ten universities would go bankrupt.

Dr Edward Parkes, chairman of the UGC told the Public Accounts Committee that 3,000 academics and 4,000 non-academics would have to be made redundant over the next three years. The compensation bill would be likely to reach £200m.

At that time the UGC was privately convinced that the Government would find the closure of any universities politically unacceptable and that they would be forced to slow the run-down.

The grant letters were delayed even more as they fought a secret battle with the Department of Education and Science as the Treasury, trying to win money or time.

At the same time the Association of University Teachers was getting ready for the battle. Subscriptions were increased, lawyers were lined up. Both lecturers and universities sought out counsel trying to get the definitive view on tenure. In May the CVCP began examining a national redundancy compensation scheme. The UGC sent out its first letter warning there would be radical reduction of some departments. More and more universities set up cuts working parties to be ready for the measures they would have to take. The Sussex committee called itself GRUPE. When it subsequently reported how many jobs would have to be shed, lecturers re-named it PIRGE.

Aston announced it had stopped admitting home undergraduate students after only reaching three-quarters of its admission target. In the closure of one London site and mergers of other colleges, Chelsea reacted furiously to the report's very damaging remarks about the college.

And then finally the UGC letters appeared and they were even worse than expected. Overall the UGC planned a 5 per cent reduction in the number of students by 1983-4 and, a ten per cent worsening of the unit of resource. The subject areas to suffer most were the social studies, biological sciences, pharmacy, subjects allied to medicine, and the arts generally. Engineering and technology were given a small increase.

Under the "selectivity" strategy, although almost all universities fared badly, some were savaged. Aston, Salford and Bradford had their student numbers cut by 1,000. Salford had a 44 per cent cut, Aston 31 per cent, Bradford 33 per cent, London the average cut of 17 per cent. At the other end Bath had a 7 per cent cut, York 6 per cent.

The universities reacted with anger and some incomprehension. They pressed the UGC and so did the

Education Select Committee to say how it had come to its decisions. To this day they have never properly answered that question. They admitted that in some cases they had cut excellence but they had had no choice.

The situation was not without an element of farce. The pressure had led to them making an 88m error in grant allocation and some universities got a further letter saying they had been overpaid. In another instance they admitted that they had wrongly thought Keele had wanted to shift its emphasis of students social studies towards arts - but said this had not affected their allocation.

In the last few months the same story has been repeated in institution after institution - the academic plan has been drawn up, courses are cut the university says how many staff will have to go, the unions threaten legal action, and senates debate compulsory redundancy.

Once again the universities are waiting. They want to know whether they will be given extra money to pay compensation to the staff, they will need to make redundancies. They were temporarily raised when ministers, impressed by the strength of the AUT lobby, and the effect it had on Conservative MPs, seemed to be prepared to listen to proposals for stretching the cuts over five years.

But this is unlikely. The Government though does seem vulnerable to charges that the technological universities have suffered more than necessary and more than is desirable for the country. But if they wanted to help they would have to find a way which would not undermine the UGC's role as distributor of funds.

As we approach 1982 we say goodbye to Lord Robbins and, probably, hello to Lord Denning. Only the lawyers are likely to have much to smile about next year.

Directors put their houses in order

Polytechnics/ Charlotte Barry

Events in the polytechnics in the last year have been overshadowed by two major concerns: the first real threat of compulsory redundancies and plans to set up a national body to oversee public sector higher education.

The year began with widespread fears about the effect of a further 3.7 per cent cut in the further education pool - £313m. Huddersfield Polytechnic announced it would have to shed 100 staff out of 559 and reduce its student/staff ratios from 8.1 to 10:1. Newcastle said it could face a £2m cut and even closure if it was forced to bear the brunt of local authority savings. North East London Polytechnic was threatened with 41 compulsory redundancies after beating off the prospect of 62 in 1980. Hatfield Polytechnic was told it might merge with Hertfordshire College of Further Education and lose 40 teaching posts.

In the event, fears of compulsory redundancies were not borne out. Instead early retirement has become the norm in many institutions. At Middlesex Polytechnic 72 lecturers (one in nine teaching staff) flooded to take voluntary redundancy. There were also early retirements, many under the Crombie scheme, at NELP, Brighton and Huddersfield.

At Hatfield 27 voluntary redundancies led to shortages in some areas and concern about undue pressure of work. While the autumn term started, the polytechnic was forced to appoint temporary part-time lecturers to fill vital gaps in the engineering faculty, caused by early retirement.

In spite of the initial worries, polytechnics remained financially buoyant during the year, although the squeeze on resources led to in-book spending to buildings repair and recreation. Many benefited from the continued support of generous and sympathetic authorities with delegation to the Department of

Education and Science, Coventry City Council reinstated three quarters of the £800,000 cut it had imposed on Coventry (Lanchester) Polytechnic.

Within weeks of Labour gaining hold of Avon at the local government elections in May, the new administration unfroze a £10m building programme at Bristol Polytechnic.

Unfortunately in some areas relationships between institutions and their local authorities deteriorated. In June Leeds Polytechnic was cleared of alleged misuse of money in connection with building contracts after an 18 month police investigation.

But problems at Huddersfield Polytechnic and its relationship with Kirklees authority worsened. March the Council for National Academic Awards threatened to withdraw its course approval unless the polytechnic put its house in order and patched up its domestic quarrels. The CNAA talked of disunity, backbiting and described the polytechnic's relationship with the local authority as being based on "serious mistrust".

In May a second audit carried out at Huddersfield for the authority criticized the polytechnic for lack of accountability, poor security, inefficient record keeping and mystery surrounding the use of a penthouse flat on the site, the following month the CNAA told the polytechnic it could recruit students for 1981/82 after all.

At the Polytechnic of Central London, Inner London Education Authority auditors were called in to examine the books after the polytechnic found it had overspent by £500,000. Criticism of the way its director Dr Colin Adamson planned to deal with the overspending through "resource-winning modes" eventually led to a student occupation of administrative offices.

Calls for rationalization in the polytechnic sector were answered in the North-East where Newcastle, Sunderland and Teesside set up regular meetings to discuss how to avoid duplication of courses. In London, South Bank Polytechnic, which had just suffered a critical CNAA report criticizing its structure and organization as weak, retarded and insufficient, became the centre for the National College of Rubber Technology which moved from the Polytechnic of North London; PNL had said that the move would destroy its balance of applied science work, and the exercise was seen as an important prototype for rationalization in inner London.

Expenditure estimates for polytechnics announced in the spring revealed large disparities between them in terms of teaching costs. Some polytechnics had 15 per cent higher costs than others, which ranged from £2,550 per annum per student to £1,490. Closer inspection revealed the big spenders as NELP, Brighton, Teesside, Middlesex and Kingston; the least costly were Liverpool, Birmingham, Bristol and Trent.

At the same time the DES study group under Mr Stephen Jones was considering a move equitable full funding system for administering the pool. This has now been completed and will consist of a two tier system linked to average staff/student ratios, the group will carry on its work, but Mr Jones becomes assistant provost at City Polytechnic in the new year.

The year also marked the retirement of the "old guard" of polytechnic directors. Dr George Brossan left North East London Polytechnic in December for a few months study leave prior to retirement. He is being replaced by Mr Labour Education Minister Mr Eric Fowler, assistant director at Preston Polytechnic.

Preston's director, Dr Harry Law, is to go to Portsmouth where Dr William Davey is retiring. Sir Alex Smith retired from Manchester in August and was replaced by assistant director Mr Kenneth Green. Sir Norman Lindop is due to resign from Hatfield Polytechnic this spring.

The year has ended with the prospect of a further 3/2 per cent cut in the pool, which could mean that polytechnics and colleges are to escape the brunt of the higher education cuts.

A year spent fending off the worst effects of the cuts has not meant that

polytechnics have failed to expand. Ironically all polytechnics reaped the benefit of the university cuts as first-year recruitment leaped by as much as 25 per cent in some institutions. Numbers on part-time degrees rose by 15 per cent and short course numbers boomed. The CNAA instituted a long overdue review of research in polytechnics which continues to grow in spite of lack of funding and facilities.

Year of calm before the storm

Colleges/ Patricia Santinelli and John O'Leary

For the colleges and institutes of higher education 1981 was a year of unaccustomed stability; some may suspect that it was the calm before the storm. Student numbers forged ahead, especially on diversified degree courses, and the principals claimed an accepted place in national policy making.

The year also marked the cessation of hostilities between the principals' organization, the Standing Conference, and the Committee of Directors of Polytechnics. The two joined forces in opposition both to plans for a new funding system this year and to the composition of the interim body which will assume responsibility for national planning in the public sector.

What form the new panacea would take did not become totally clear until the spring when the Manpower Services Commission unveiled consultative document *The New Training Initiative*.

This had three objectives, one of them to offer a foundation traineeship comprising education, training and work experience to all young people. Its other two strands were designed to radically develop apprenticeships and increase adult training and retraining opportunities.

Cynics have said that its birth lay firmly in fears of rising youth unemployment there are now 900,000 unemployed teenagers if youngsters on the Youth Opportunities Programme are included - and the dire social consequences that would be engendered, as became only too clear in the riots of the summer.

This was compounded by the very real worry that the Youth Opportunities Programme might be in danger of imminent collapse as it was not designed to cope with a vast increase in numbers at the speed required, whilst maintaining a commitment to improve quality and give young people valuable experience rather than just remove them from the dole queue.

Ultimately whether the new training initiative which is now the subject of a Government White Paper will succeed where similar attempts have failed will depend entirely on the level of financial investment the Government and the country is prepared to make. The scheme will need an annual investment of £4,000m. Yet only £1,000m has been allocated.

The question of who eventually pays for industrial training is likely to be one of major issues of the next few years. The Government indicated in the White Paper that this responsibility should fall on employers. But they see no reason why they should pay a major share of what is an investment for the country as well.

The most immediate threat to the scheme came from the Government's decision to limit allowances for young people to £15 a week, as well as remove eligibility for supplementary benefits. This led to a storm of protest.

One of the major impacts of the new scheme is that it will force colleges to compete with each other for scarce resources and might in the future lead to the closure of weaker departments and perhaps whole institutions, although the latter was ruled out by the DES on the grounds that it would not achieve savings within the set period.

Each college's allocation will now be for two years, with the first year's allocation being firm and the second provisional. The allocation is to include an allowance for pay and price rises in line with the Government's cash limit and this will be effective from 1982/83.

Miracle cure depends on investment

16-19 year-olds/ Patricia Santinelli

The last in a long line of miracle cures to revolutionize the face of education and training for a currently deprived group of young people was launched on an expectant public in 1981.

It came appropriately after the long awaited Macfarlane report on the education and training of 16-19 year olds had failed to give the merest indication of what action should be taken to increase opportunities.

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The most immediate threat to the scheme came from the Government's decision to limit allowances for young people to £15 a week, as well as remove eligibility for supplementary benefits. This led to a storm of protest.

education and training of 16-19 year olds which contained fairly similar elements to the proposed NTL.

The latest was unveiled by the Labour Party towards the end of the year. Labour had already indicated in its first and last but final draft that it would seek by the mid-1980s education and training for all 16-17 year olds at the end of which youngsters would hold a nationally recognizable qualification, very much on the lines proposed by the commission.

While the MSC sought to promote the NTL, prevent the immediate collapse of YOP and fight against proposals for schemes of military training and voluntary community service for young people, colleges found themselves in the ridiculous position of having to turn away those who wanted to remain in full time education.

Ironically, it would seem that the only real extra funds which might be made available to colleges will come indirectly through the MSC when the New Training Initiative gets under way.

However, if many local authorities were struggling in an attempt to meet the needs of young people, the Inner London Education Authority made some major inroads towards achieving a solution. In April it announced a three pronged attack on youth unemployment and the provision of some £500,000 to colleges for an improvement of both the education and careers service.

Then in July the ILA announced that it would give colleges £2.5m of a £4m package to alleviate youth unemployment in the authority. These funds were intended for an increase in resources, and the provision of extra staff and accommodation.

The authority also decided to set up a special review committee to investigate the educational needs of 16-19 year olds. Its first report in November recommended the setting up of a central tertiary education board together with 11 local boards which were to be convened provisionally. The plan was initially to involve all colleges including the five polytechnics as well as schools in the area. But whether the proposals are given the go ahead will depend on consultations with various interested bodies, which will take until March.

Some indications that the youth service could make a greater impact in helping young people in socially deprived areas, was also provided by the Thompson Youth Review's interim report. It recommended that the youth service should work with other sectors such as further education and deal with unemployment in an equal role.

New realists work inside the system

Students/ Paul Flather and David Jobbins

The new realism which has marked the student movement in recent years continued to feature in 1981, a year that left little to cheer, and indeed saw a significant fall in the real living standards of students.

The climate has forced students to work inside the system and this year they set to their task with gusto, producing a new briefing paper aimed at MPs and lobbyists, a more professional national newspaper, inventing all night work-ins in libraries, and by playing a key role in the new Educational Alliance sponsored by the UGC.

More and more students now arrive at the National Union of Conferences armed with pocket calculators to work out the policy level of grant increases or the complex transfer of votes in elections, rather than with political tracts to rouse the passions.

All this is explained by the current economic climate which continues to

Still waiting for the axe to fall

Unions/ David Jobbins

Union leaders could be forgiven for asking whether anything really changed during 1981.

Twelve months after their most dire predictions that thousands of lecturers were to lose their jobs, they are still waiting for the axe to fall. A year after university lecturers were banging their collective head against the Government's retroactive 6 per cent limit on pay settlements in the public sector, it is the turn of the polytechnic and college staff to feel the cool chill of an even more stringent restriction.

Lecturers' unions either side of the binary line could identify some achievements - but largely of the negative sort. Compulsory redundancies had been generally avoided - but in the polytechnics only because many union members took advantage of a patchwork of uncoordinated and widely-varied premature retirement consultation schemes.

Much energy and time was expended clearing the decks for the predicted storm which has still to break in its full fury. Many questions left unresolved from the frenetic kaleidoscoping of pay claims during 1980 occupied the early months of 1981.

Here the degree of success proved patchy. Two issues hanging over from the Clegg and arbitration reports were rapidly resolved - research staff and shortage subjects. But others stayed on the agenda much longer and one - whether part time lecturers should have their hours at one or more colleges aggregated - has still not been sewn up more than 12 months after agreement in principle was reached.

The national joint council for conditions of service in the colleges and polytechnics shed the unenviable reputation earned in its first year and was the vehicle for a partial solution to a crucial and intractable problem - the status of the 1973-75 agreement with the Council of Local Education Authorities over redundancy procedures.

But even this achievement was tinged with disappointment. Early talks about a comprehensive national redundancy deal expected by union leaders have still failed to materialize and the claim submitted by Natfhe to secure better compensation has effectively been superseded by the growing dimension of the jobs threat.

The university lecturers were the first group to meet the cash limit policy head on - their 13 per cent quasi-settlement in Committee A being met with a flat refusal by Ministers to go beyond 6 per cent. Fearful that the retroactive application of the cash limit would create another anomaly the Association of University Teachers launched a Parliamentary campaign and eventually secured a staged 18 month deal which gave them 7 per cent from October 1980 and a further 3 per cent from April.

Then it was the public sector's turn. They sailed through their negotiations in record time - emerging with 7.5 per cent and a commitment to a review of salary structure under the independent chairmanship of Sir John Rowe.

The review, which union leaders hoped would provide a basis for the 1982 claim, is still dragging on but it quickly became apparent that it could cut two ways with the employers-making their own demands.

The union's conference compromised on a 5 per cent plus £2 policy for 1982 but by the end of the year the concession to the lower paid was already under pressure. The union is to seek 12 per cent plus a £250 flat rate payment.

Manual workers and technicians in the universities became the real and almost unnoticed victims of the cuts, with frozen posts and non-renewals of contracts becoming the norm.



Quote, unquote: who said what



George Steiner: "There are regards in which the tenor of American feeling is closer to the bias for magic, for pragmatic biologie current in non-Western traditions than it is to the world of Plato and of Kant (one can invoke the singular here because the antipathy fabric of Western metaphysics has been so striking)."



From Ian Wright's review of Bernard Crick's *George Orwell: A Life*: "After Orwell's experiences in the Spanish War a new refinement of fear began to haunt him: not just the literal loss of the post but the loss of all memory or true record of it. In his early work the fear shapes itself as a clear but always ambivalent lament for what Winston Smith would call the Golden Country".



Sir Alfred Ayer: "I had fantasies of excelling at cricket but lacked the talent. Later on I was to show some aptitude for the peculiar brands of football that were played at Eton, but the only game at which I at all excelled was lawn tennis".



H. J. Eysenck: "Practically all news papers suggested that I maintained the position that genetic evidence had shown the black races to be inferior intellectually when in fact I made the explicit statement that direct genetic evidence was incapable of providing such evidence".



Maurice Cowling on Stuart Hampshire's politics: "The tone of Hampshire's politics is repugnant and would be improved by a good dose of Tory Stalinism, but we should not be repelled by his tone. His view of relations between imaginative inwardness and outward conflict has been suggestive as has the fluidity of his conception of morality, the inwardness of the emphasis he gives to the significance of literature and the practical nature of his conception of the moral life".

In the wake of the governor of Wormwood Scrubs' description of his prison as a "penal dustbin", attention has increasingly focused on the plight of Britain's prisoners and the men appointed to guard them. In September, the retiring director of two, Howard League hinted at "controversial measures" which would have to be taken.

Patrick Parrinder: "The Prophylaxis Principle has a further dimension of ambivalence since it must be admitted that the inoculation administered by apocalyptic fictions is aesthetically pleasurable".

Was Solomon really a wise choice?

Controversy inevitably again surrounded the Booker Prize proceedings, though on this occasion less because of the choice of winner, Salman Rushdie's second novel, *Midnight's Children*, than because of the judges themselves. There were inevitable charges of nepotism (Malcolm Bradbury was once finalist Ian McEwan's tutor), Brian Aldiss "leaked" (like Margaret Forster before him, heavily prompted) details of the judging process to *The Guardian*.

Rushdie is no John Berger, and no Iris Murdoch. It remains to be seen whether *Private Eye's* acid "Solomon Rushton - famous on Wednesday, forgotten on Friday" verses are prophetic... or sour grapes.

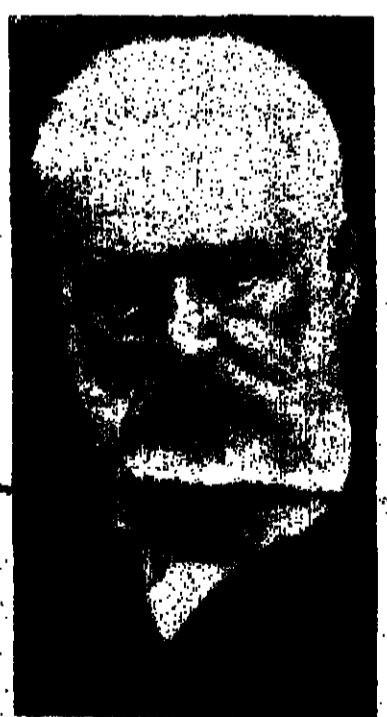


The 1981 Nobel Prize went to one of the few undoubted intellectual giants of the age among fiction writers. Elias Canetti, (right) now living in London though of cosmopolitan stock, is best known for two books, his novel *Auto da fe* and his historical/philosophical speculation *Crowds and Power*, either of which would guarantee his posthumous reputation.

Did the judges spend too much time eating and drinking? Too little reading? Was judging biased, random, self-interested? In the long run, Rushdie was the ideal winner, young, little known (before the summer), ambitious but not aggressively so, and undoubtedly spectacularly talented.

There will never be agreement about literary prizes. Yet as long as novels are written, read and valued, the giving of prizes provides a focus for our literary values, and affords the writer the smallest of social tokens.

Hugo and the radical press



Keith Middlemas - "The development of corporate bias has also reduced to a shell the nineteenth century concept of democracy, yet as a result of the permanence of the old constitution, its sanctification was ignored. What was taught in schools and assumed in the press and in television was the old fiction of 'national sovereignty'".

In October, Stuart Christie, the anarchist publisher, argued the importance of the small radical presses in breaking the hegemony of the establishment media and the 'official' Left. "In his first great novel, *Notre Dame de Paris*, Victor Hugo proposed the theory that until the nineteenth century architecture was the principal register of mankind: that all ideas of any complexity which arose in the world became a building; every popular idea, just like every religious law, had its monument, that the human race, in fact, inscribed in stone every one of its important thoughts".

Ben-Ami Scharfstein: "Philosophy has been valuable not because it has attained the ideal of objectivity that so many philosophers have professed but because of the fiercely subjective creativity that has enabled it to stimulate the development of civilization in all its aspects. My book invites anyone who thinks that philosophy is smoothly rational to look again and look not only at the minutiae of the philosopher's reasoning but at their basic assumptions and attitudes." (in a letter)

"Why are English novels after *Sybil* political?" asked Laurence Kitchen. "Why both in fact and in fiction did the barriers not become barricades? Zola's *Germinal* takes you down the mine in a way that English fiction doesn't... Certainly 'mutual ignorance between the classes' is revealed by English fiction. It appears to be a factor in the conflicts of 1981. If you believe that a Tolstoy, a Dickens or a Flaubert tends to regard ingrained national attitudes as a challenge, something to be assimilated by his work, the English novelists have not done too well. And since their literary tradition is an impressive one, why not?"

Douglas Bethlehem: "A university is or should be, a temple to the love of learning, a centre for reasoned argument, to a large degree a refuge from somewhat sequestered scholarship. If it is not these things, the best it can hope to be is a kind of amorphous technical college. The centre of a university is philosophy - the love of knowledge and that for its own sake. The Gadarene rush of many academics to show that their work is 'applied' or directly applicable or 'relevant' must take a significant share of the responsibility for the decline of university values and their loss of public esteem".

Ernest Gellner: "Is it so surprising that, by a very natural extension of an attitude to the problems of pastoral for those of industrial society, that very moralism which was so very deeply embedded and essential in Islam for very good reasons should not now be extended to those fields of social life which have in our age become significant and acutely problematic in conditions of development".

In *The Times*, Dr Stephen Shaw, director of the Prison Reform Trust, developed the issue. "There are important structural impediments to penal reform. The divided and devolved responsibility for criminal justice in this country (the absence, it could be argued, of a Ministry of Justice) has helped to prevent the evolution of a genuine penal policy. Moreover, no one could discount the political weight of the judiciary in opposing further restrictions upon sentencing. While the argument that such restrictions would represent a threat to judicial independence is quite bogus, there is a genuine constitutional issue which remains unresolved. Is the level of imprisonment something which can be left to the free market of thousands of individual sentencing decisions or is it something for which limits should be set by the executive?"

Philip Meeson: "The emphasis on a social reading of art, leaving little room for considerations of personal sensibility (still less for the idea of genius) is part of that cultural swing away from personal and subjective experience and towards abstraction and ideology."

Paul Kennedy on "The British Disease": "Pulling Britain out of the Common Market would be an act of political nihilism - hitting at our remaining competitive industries and making this overpopulated island again dependent upon distant and very vulnerable supplies of foodstuffs at a time when it is more difficult than ever to forecast the world's future agricultural output".

Tory wets and dries

Assessing the career of Louis Napoleon, Marx commented, in a much-quoted phrase probably intended only as an aside, that history repeats itself twice, the first time as tragedy, the second as comedy. Commentators, from George Santayana to Harold Rosenberg, have fixed on this as one of the central metaphors of the Marxian method. Ironically, the *plus ça change* mentality is one we associate most closely with conservatism. In November Geoffrey Finlayson examined the nineteenth century roots of the current strife in the Conservative Party, a party which has returned with an often comic vengeance to the issues of a century ago, giving politics in Britain an almost eerily enduring and fearful aspect.

Such conditions also favoured the development of the Anti-Corn Law League. Partly a product of middle class liberalism, partly a result of the Act of 1832, the League appealed to business men who felt that government - Whig or Tory - had little understanding of their needs and paid undue interest to the landed interest. To the Chartist, a radical reform of the political system would bring about social regeneration; to the League, respect of the Corn Law would weaken the status of the landed interest which they protected, recognize the importance of the middle classes and open up markets for business enterprise. The Tory Party, coming into office under Peel in 1841, thus fell heir to formidable problems, which the Whigs in their last years of office in the late 1830s had seemed powerless to solve: economic dislocation, social distress, radical protest.

As Santayana said, if we forget the past we are condemned to repeat it.

to whom, about whom . . .



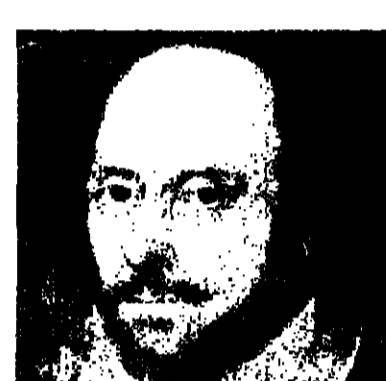
A new Islamic mind in the making

The international strategic and economic importance of the Islamic states was reflected in two major articles this year. By Prabhu Gupta and Ernest Gellner. Discussing the relationship between the revealed knowledge of Muslim scripture and the demands of "Western" empirical knowledge, Gupta declared: "A new Islamic mind is in the making. It is not surprising that Islamic thinking about economics is comparatively well developed: the Qur'an has clear instructions on this area, and comparatively little to say about academic sociology or psychology; usurization of Islamic economics and the money boom from oil have resulted in the emergence of several hundred professional Muslim economists".

Ernest Gellner argued more philosophically from the historic roots of Islamic society: "In the days of the Prophet, inheritance rules made up half the law. No doubt, in a pastoral society generally based on family ownership of lands and the collective ownership of pasture what really matters in life is who inherits which camel. Islam had taught those who lived under it that law and faith were one so that the absolute presides over social-legal arrangement".

Literary critics have their say

"On the main issue, given prominence by the media and the sensitivity of public opinion, the National Children's Bureau report remains reassuring. The performance of pupils in comprehensive schools on reading and mathematics is very similar to that in grammar and secondary modern schools. If the findings of the NCB study on O and A level results confirm these results then the question of relative 'standards' will have been authoritatively answered and attention can be focused on other aspects of our education system." From Colin Lacey's review of *Progress in Secondary Schools*, *THES* January 16.



"Of course the sonnets, as Dr Padel recognizes, are dramatic; but this means that any reconstruction of the possibly meagre factual basis of the experience described is not susceptible to proof, and there are more acceptable reconstructions than the one he offers us, including the one that most readers take for granted. Shakespeare had two loves, of comfort and despair; one platonic, the other sensual; and the mistress, to his grief, seduced the friends." From Kenneth Muir's review of two books on Shakespeare's sonnets, *THES*, September 11.

Crisis seen as a threat to freedom

N. C. Graham and A. S. Hill - "Learning institutions which have important certifying functions at present tend to run on assessments - either the 'sudden death' of end-of-session examinations or the 'Chinese water-drip' torture of continuous assessment. Deadlines of one kind and another are part of student life and loom large in their perceptions. They punctuate students' approach to their study and are associated with rise and falls in study activity. Success or even survival in the system requires students to cope as best they can with the problem of adjustment to the sometimes arbitrary and intermittent demands to submit themselves or their work for assessment. Institutions, however, are reluctant to relinquish or reduce the emphasis on assessment, in part because it is felt to have an important motivational function. Deeper and more refined understanding of motivational factors should lead to the possibility of finer tuning of the system, wiser counselling of individual students as well as the satisfaction that events are not random and arbitrary but, to an extent, rule governed".

Saga of post-structuralism

The threat of redundancy and retrenchment weighed heavily on academics' minds all year. In a study of the American experience Geoffrey Caston of the Committee of Vice Chancellors and Principals, sought the roots of the problem in the political uncertainties of the 1950s: "The supposed threat to freedom inherent in the process of retrenchment is frequently stressed in contemporary debates. Memories of the very real disasters of the McCarthy era and the loyalty oath crisis of the 1950s linger on in the professional consciousness, and faculty members remain suspicious of the intentions of 'the administration'. Lovejoy's fear, expressed 65 years ago, of attacks on freedom disguised as something else, has not yet been dispelled. Some universities, to avoid a species of pathological haste, which can be damaging equally to academic quality and to faculty morale, have been trying to work out policies which accept retrenchment as a continuing state and not a crisis contingency".

Bravely dodging flak from deconstructionists, structuralists and post-structuralists, Peter Hampshire defended traditional concerns of literary criticism against the charges of hypocrisy and lack of vigour too often levelled at them: "Generally speaking it is fair to say that the trend of literary criticism in the last century or so has side-stepped the charge of hubbub, partly because, following the growing philosophical awareness of the necessary subjectivity of all human responses, it progressively abandoned the function of judging quality and concentrated on explanation - on eliciting 'meaning'. Only gradually did the same problem catch up with it, since even the function of explaining 'meaning' was found to be radically affected by the question of subjectivity".

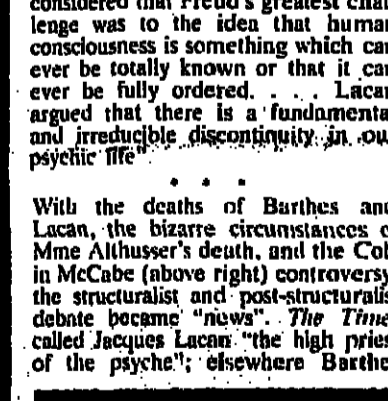


The French radical psychoanalyst, Jacques Lacan, died on September 9. His death had been expected for some time and early in 1980, Lacan had dismissed his controversial *ecole freudienne*, ambivalent about its future worth and about the development of Freudian thought generally. Summing up his career, Jacqueline Rose wrote: "For Lacan, the dispersal of psychoanalysis into its numerous institutions and the assimilation of 'Freudianism' into our common vocabulary, did not indicate that Freud himself had been understood. Indeed, Lacan (above left) saw in both of these developments a refusal of everything that was most difficult about Freud's account of human subjectivity and the unconscious. Lacan considered that Freud's greatest challenge was to the idea that human consciousness is something which can ever be totally known or that it can ever be fully ordered. . . . Lacan argued that there is a fundamental and irreducible discontinuity in our psychic life".

With the deaths of Barthes and Lacan, the bizarre circumstances of Mme Alloussier's death, and the Colin McCabe (above right) controversy, the structuralist and post-structuralist debate became "news". *The Times* called Jacques Lacan "the high priest of the psyche"; elsewhere Barthes

Mosley's legacy

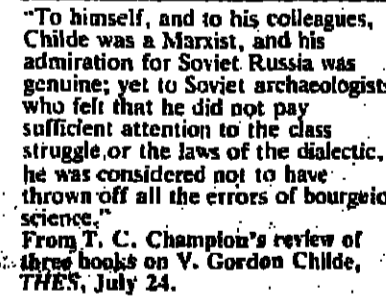
In November, Richard Thurlow analysed the connections between the present-day National Front and British Movement and the British Union of Fascists of the 1930s. Mr Thurlow wondered why the NF had become such a *cause celebre* despite its marginal significance to national politics; a significance which reached its dubious peak with the 100,000 votes cast for the NF in the 1974 General Election. "The history of British fascism suggests that fascism and nazism are related but separate ideologies and that the NF contains elements of both mixed with other traditions. There is one invidious characteristic of all these movements, however, a tendency for them to become more extreme in their views as they become increasingly alienated from the liberal traditions of British political culture, and an increasingly opportunistic use of 'street' politics in the face of a breakdown in the economic security of the system".



Discussing E. P. Thompson's "disillusion" to deliver this year's Dimbleby Lecture, Steven Lukes said: "The affair is probably better evidence for the rock-up than for the conspiracy theory of history. How else explain the embarrassing conflict between the chairman of the governors' admission that the invitation had been withdrawn; and a BBC spokesman's later denial?"

"To himself, and to his colleagues, Childe was Marxist, and his admiration for Soviet Russia was genuine; yet to Soviet archaeologists, who felt that he did not pay sufficient attention to the class struggle or the laws of the dialectic, he was considered not to have thrown off all the errors of bourgeois science." From T. C. Champion's review of three books on V. Gordon Childe, *THES*, July 24.

"Summarizing his own Christian-liberal-humanist position, Denis Donoghue slates forthrightly: 'I detest the current ideology which refers, glancingly, to the death of the author; the absence of the self, the end of man and so forth.' I am basically of the same opinion, and for basically the same reasons. The difference between us is that I do not see any essential incompatibility between this position and the use of structuralist methods of analysis, or between continuing to believe in the existence of the individual self (whether a moral self or a creative self) and acknowledging that it is only through suprapersonal codes, conventions and systems that the self can know or express itself." David Lodge reviewing *Perceptions* by Denis Donoghue, *THES* November 20.



REVIEW OF 1981

Funds fight: the hidden blow

Science/
Robin McKie

In a year that has seen an unprecedented savaging of higher education, it would appear on superficial examination that spending on scientific research has remained relatively well protected. Indeed in its notorious July White Paper on expenditure, the Government claimed it wished to "give protection to the support of basic science, an activity which underpins further development and is a particular strength of the United Kingdom".

It was a view quickly dismissed by the Advisory Board for the Research Councils' chairman, Sir Alec Merrison, who commented that it appeared the White Paper laboured under the delusion that by protecting the science vote "you thereby protect basic science. You do nothing of the kind."

The dual support system, by which universities provide basic laboratory facilities while research councils, funded through the science vote, top these up with money for specific projects, was already strained enough - because of a lack of University Grants Committee cash - to be under investigation by a working party headed by Sir Alex Halsey.

After the White Paper, his group was forced to move or less tear up its preliminary conclusions and start again. The proposals it puts forward in the New Year should make interesting reading, for if nothing else, it is hard to imagine any significant measures, short of a major cash re-investment, that would be truly effective.

Certainly university researchers now face years of struggle in their attempts to find funds for their work - and in turn this is likely to involve our research councils in increased numbers of international collaborations and joint projects with industry. These two approaches were highlighted as likely moves by one man particularly concerned with their success - Professor John Kingman, the newly appointed chairman of the Science and Engineering Research Council.

And in an interview in *The Times*, shortly after his announced appointment last summer, Professor Kingman also echoed the words of his predecessor, Sir Geoffrey Allen, in calling for greater flexibility in balancing the council's books each year. Because it has to do so within very tight margins - a 15 per cent of each year's funds - this means that terms more cost-effective contracts could not be taken advantage of, and so save money for other projects.

Later this year, Professor Kingman also warned of another hidden threat to the future financial strength of the council. At an informal meeting for science journalists, he claimed the Government was failing to properly compensate the SERC for the effects of inflation on its funds.

This covert squeeze could represent several per cent of the SERC's annual budget and if sufficiently large could lead to the loss of major facilities and redundancies among staff. In was because these cuts were unobtrusive that made them so dangerous, he added. "I would be far happier if the Department of Education and Science simply came to us and said they were going to cut our budget by a certain per cent. Then we would know exactly where we were."

Despite these financial difficulties, however, the SERC still has sufficient resources to launch two major innovations in 1981. The first was codenamed Universe - University Expanded Ring and Satellite Experiment - and will involve the council in a multi-million pound project linking itself with the Department of Industry and various major companies.

They will be involved in research which will attempt to link computer networks - known as computer rings - using satellites, therefore allowing far greater transfer of information

between computers, revolutionizing their academic and commercial use. The second programme will involve the SERC in work on molecular electronics - the use of very thin layers of films, only one molecule thick, which could ultimately be used to link proteins and other organic material to electronic devices. A team has been established under the chairmanship of Professor Gareth Roberts of Durham University, and it is to suggest a number of projects to be developed in conjunction with industry.

Both these projects deliberately emphasize industrial collaboration in keeping with the SERC's current policy on joint work. However it is still clearly not enough as far as the engineering part of its remit is concerned - to judge from the reaction of country's engineering professors.

They have begun discreet negotiations with the SERC in a bid to have it split and a separate independent engineering research and development council established. This should be done, the Engineering Professors Conference maintains, to protect the special interests of engineering, as opposed to science, and to ensure proper industrial collaboration on projects.

The professors believe this would be a timely moment for such a separation because the ERDC would then work closely with the newly established Engineering Council, although the professors' chairman, Professor Robert Smith stressed that talks were still only at a tentative stage.

Whether or not these discussions produce definite results remains to be seen. Nevertheless they do offer the prospect of producing one of the more intriguing developments of 1982.

The end of a subject's Golden Age

Social science/
Paul Flather

It has been a turbulent year for social sciences, which perhaps more than any other subject group faces a period of stark retrenchment over the next year or two.

The Golden Age of social sciences during the 1960s and early 1970s when students flocked to read new courses as soon as they were launched, when sociology arrived as a major force on the campus, now seems more and more a chimera.

In the 1980s vocational relevance is the anthem, and the year ends with the troubles faced by social scientists thrown sharply into relief with the news that sociology and philosophy are apparently no longer considered acceptable as a basis for teacher training, because they are "not relevant" to the school curriculum.

The current climate is clearly against the social sciences, but the most serious issue is funding. The letters sent out by the University Grants Committee asked for significant cuts in social science departments at some 25 universities. It is too early to know the precise effects, but the University Grants Committee and City University, appear to be in the front line.

At the same time the Social Science Research Council has been sailing through some of the roughest water it has ever encountered in 15 years, caused by lack of funds, but compounded by its highly controversial restructuring plan.

The year began with the SSRC forced to cut another 120 student awards to prevent itself overspending to the tune of £50,000. So it dispensed just 900 awards in the year, almost half the total handed out three years ago.

Then, as the SSRC's own indicator - the applications success rate - shows, the position of research funding has lightened considerably. Grant applications totalled £21m last year, while cash available amounted to £6m; a 25 per cent success rate, compared with rates of 33.5 and 32 per cent in the two previous years.

tees, with a greater orientation towards policy issues and problem-solving, is still being played out. The new committees will cover social affairs, education and human development, economic affairs, environment and planning, and government and law.

Full details were outlined in October in an SSRC 'white paper with green edges', *A Changing Structure for Changing Circumstances*, which invited comments from interested academics, many of whom felt the scheme was rushed through in the summer without full discussion.

The comments have been mostly adverse. Critics have voiced fears that the scheme threatens the age old principle of *peer review* where academics judged research work only in their own field; that it threatens the supply of fundamental scholarship; and that the lines between independent research and policy research will be irreparably blurred.

The British Sociological Society has warned for example that social scientists might even lose confidence with the SSRC, while the Social Administration Association fears fundamental research will be jeopardized.

The SSRC for its part believes the scheme merely reflects the need for realism in the 1980s. The rationale, as put forward by Mr Posner, is that fewer, larger, committees will ease the financial choices made between As Mr Michael Posner, somewhat beleaguered SSRC chairman, warned in his annual report, the research life of universities is now dangerously curtailed. Sir Alex Merrison, chairman of the Advisory Board to the Research Councils added in his warning recently that research cannot take more cuts.

The drama over the replacement of the 15 subject committees with six multi-disciplinary standing committee applications, and help simplify a complex structure.

The debate was given a curiously human dimension when Professor A. H. Halsey, professor of social and administrative studies at Oxford, and a critic of the scheme surprisingly lost his seat on the council in the autumn. He was in little doubt that he had been "sacked".

Whatever the lingering doubts left in the academic community, the reforms are set to go through, and will undoubtedly signal a far-reaching but quiet revolution in the SSRC's approach on grants.

Further changes could come in reforms of the PhD, with the SSRC and the Swinerton-Dyer report on postgraduate research both calling for a greater taught element, improvements in graduate supervision, and perhaps in the way degrees are awarded. It is hoped such reforms will reduce the low degree completion rates among social science post-graduates.

Elsewhere moves to create a prestigious new body to promote the interests of the social sciences has led to a blueprint to launch an Association of Learned Societies in the Social Sciences, probably next year. The association, it is widely felt, will fill a vacuum, and eventually perhaps be compared with the British Academy or the Royal Society.

The most memorable feature of the year though has been the way social scientists have thrown their hats into the ring to defend their subject. A sort of *hobnob*, for example, plan to monitor the cuts.

Microcosm of the system

Scotland/
Olga Wojtas

A review of Scottish education in 1981 naturally has the fate of the universities writ large. Not even Edinburgh and Glasgow, who have found themselves to be Scotland's 'Oxbridge', have escaped unscathed. Glasgow must shed 430 posts, and Edinburgh must save £3m within a year.

Dr John Burnett, principal of Edinburgh, and chairman of the

Scottish Principals' Group, often describes the Scottish universities as a microcosm of the range of universities in Britain, with ancient, modern and technology.

But what happened to the Scottish colleges of education this year can also be seen as a microcosm of what is happening in the university system.

Eighteen months ago, Scottish secretary George Younger and Scottish education minister Alex Fletcher announced that Hamilton and Callendar Park colleges were to be closed, and Craiglockhart, one of Scotland's two Roman Catholic colleges, merged with another institution.

The entire confused manoeuvre has been characterized by lack of consultation by the decision makers. The move was excoriated on educational grounds. The college lecturers' union, ALCES, had voluntarily reduced staffing by a third over four years, and said it could be cut no further. Even if school rolls were falling, there was an urgent need for increased in-service training over a geographical spread of colleges.

In the spring, 30 students from Callendar Park walked to London to draw attention to the campaign against the closures. More than 106,000 people signed Hamilton's protest petition, the largest in the history of Scottish education. It has never been acknowledged by the Scottish Office. Despite support from MPs of all parties, there was a feeling that the ministers were simply paying no attention.

Since there seemed to be no good educational reasons for the closures, it was to be assumed that there were sound financial ones. But ALCES calculated that the exercise would cost £5,500,000 and challenged Mr Fletcher to a public debate on their calculations which never took place.

It may have been this which changed the Scottish Office's mind despite Mr Fletcher's statement that had this decision been on financial grounds, another two colleges would have closed. Or it may have been ALCES' threat to strike if there were any compulsory redundancies.

But in the end what happened was rather different from the proposed closures and merger. On September 15, Hamilton and Callendar Park were dissolved as autonomous colleges, and their staff and students transferred to Jordanhill in Glasgow and Moray House in Edinburgh respectively.

But they had won the concession that their present courses would remain in situ for another year, and the college buildings would be disposed of after that.

The original Scottish proposal that Craiglockhart should merge with Moray House has been attacked by the Catholic hierarchy, concerned about a merger with a non-denominational institution.

In the end, the Scottish Office took Craiglockhart and its sister college Notre Dame and transformed them into a new college with two sites. To add to the general chaos, the new college has been called St Andrew's, leading most people to suppose it is some offshoot of St Andrews University.

Adequate educational provision will without doubt be diminished in some areas because of these moves. The financial benefits are unclear. There have been no savings so far, only substantially increased travel costs.

No decision has been yet taken on what will happen next year to the Callendar Park and Hamilton buildings. The Forth Valley Health Board is apparently looking at uses for Callendar Park; could next year see the ironic situation of the government financing the health board to develop a site it already owns?

The universities have warned that they face similar ironic situations, that an operation without regard to educational needs will lead to savings only by transferring figures from one column of the Government's books to another.

Scottish medical faculties provide more community health care than south of the border and if university posts are lost, the National Health Service will have the burden of filling them.

The Scottish Principals' Group has

warned that redundancy notices will have to go out in March although the universities have no money to pay compensation. Aberdeen could face paying £6m in redundancies to save a mere £1,500,000.

The Scottish universities are taking to heart Mr William Waldegrave's request to their last month for "hard facts" on what the cuts will mean, and hope to give their reports to the DES as the year ends.

One of the criticisms of the Council for Tertiary Education which has been reviewing the structure and management of Scotland's tertiary sector has been that its remit does not include universities.

The council, which has finally completed its report after two years' investigation, must be profoundly grateful not to have to consider yet another area where government activity has pre-empted its findings.

No only has the college of education system been viewed in apparent isolation from the rest of the tertiary sector, but the beginning of next year will see the first meeting of a single negotiating body for staff in further and higher education, set up by the 1981 Scottish Education Act.

Until now, there have been three negotiating bodies, with the proceedings dominated by day school negotiations. It remains to be seen how much harmony this rationalization will achieve.

While the Scottish Further Education Association is delighted to emerge from the shadow of Scotland's largest teaching union, the Educational Institute of Scotland (as the education college and central institution formerly known as the Institute) always follow largely the same line as the further education negotiations, the EIS FE section is furious that it does not have more votes than the other tertiary unions combined. The politics of next year's negotiations should at least be interesting, if somewhat fraught.

To return to the tertiary council, although its advisory report was sent to the Scottish Secretary more than a month ago, it has not at the time of writing been published.

However, it is said to propose a body similar to the University Grants Committee, with control of funding for college courses. Rationalization of Scotland's fragmented tertiary sector has no easy solution, but the proposals would allow the future of the institutions to be moulded through financial control, with local authority colleges no longer entirely dependent on the Rates Support Grant.

The system would also incorporate dual management of courses, with advanced courses run by the national body, and non-advanced by the local authorities.

Such a report will only polarize opinion further and confirm people in the views they have expressed all year. The central institutions will see it as vindication of their system, with easy resource sharing, and speedy negotiations with the Scottish Education Department rather than through regional council committees.

Further education will see in the proposals the threat of academic drift and reduced funding for non-advanced work.

Resentment over fees smoulders

Overseas students/
John O'Leary

It was inevitable that the subject of overseas students' fees should slip out of the limelight during the year of such drama for higher education. But there were a number of important developments during 1981 which may well lay the foundations for, at least, a refinement of the Government's policy.

For if the glamour surrounding the issue had largely died down in Britain, events proved that resentment smouldered on in a number of developing nations, mostly in the Commonwealth. President Spagari, of Nigeria, for instance, was quick to let Mrs Thatcher know the strength of feeling over full-cost fees in the

country which has provided the largest single contingent from abroad.

She was to encounter more lobbying on the subject at the Melbourne Heads of Government conference later in the year. In the meantime, ministers continued to hear representations on foreign visits and Malaysia in particular followed up its earlier opposition to the fees by deciding to cease sending Government sponsored students to Britain and hinting at repercussions in trade deals.

The first major initiative for change came from a consultative group of eminent academics and administrators from all parts of the Commonwealth, which met in London over Easter to consider ways of implementing the recommendations made by education ministers at their conference in Sri Lanka.

The group, urged on by proposals for change made by the Association of Commonwealth Universities, urged governments to set fees at "substantially below full cost", to cap paid scholarship schemes and include them in an all-embracing Commonwealth Higher Education Programme and to set up permanent monitoring of student mobility.

Their recommendations eventually found their way on to the agenda for Melbourne and although broader political questions restricted discussion, a commitment of sorts did emerge. Governments were urged to give "early and sympathetic consideration" to the group's proposals. By December, the Commonwealth Secretary had announced that it was to set up a standing committee to monitor developments, while the British government had pledged its support to the Melbourne resolution.

This announcement came from Mr Richard Luce who, in September's Cabinet reshuffle, took over responsibility for overseas students as part of his Foreign Office brief. His predecessor, Mr Nicholas Winter, had first assumed responsibility for the area as part of a gradual but significant transfer from the Department of Education and Science to the Foreign Office as lead department.

As part of the change of approach, an inter-departmental group of officials began having regular meetings to examine the effects of the fees on student numbers. It found that there had been an overall drop of 19 per cent during 1980, the most serious decline coming in non-advanced further education. By the end of the year, preliminary figures suggested a further decline of some 2 per cent on undergraduate courses, 1 per cent on postgraduate courses but another serious drop in the non-advanced sector.

Any thoughts of a change of policy were shelved while the Overseas Students Trust embarked on a study of possible alternatives for the Government. The trust had been asked to conduct the exercise after bringing out its book, *The Overseas Student Question*, which produced convincing arguments for a softening of the line.

Other countries followed Britain's lead during the year in imposing restrictions either through fees or quotas on the number of overseas students, but none reached the British level of up to 26,000 per year for medical courses. Some, such as France, produced a system which discriminated in favour of certain countries but apart from new exemptions for refugees, only EEC students benefited from any change of policy. They were the unwitting recipients of a halving of fees for home students on undergraduate courses, bringing their charges down to £480 next year compared with a likely figure of approaching £3,000 for their Commonwealth colleagues.

The increase in OU fees came within weeks of the University Grants Committee introducing a uniform policy of part-time fees in traditional universities. These now average half those at the Open University and total about £700 for a degree over four or five years. At some polytechnics the cost is as little as £500.

The effect of the Open University fee increase has been a regional shift with fewer students being drawn from areas of high unemployment. As student president Ms Pam McNeely put it: "We're in danger of becoming the Closed University of the South-East."

In spite of the problems caused by the fee rises, the Open University continued to be as innovative as

the Government on its already slender budget.

As expected, the massive fee increases imposed after the 1980 cuts caused an 11 per cent drop in local authority evening class enrolments.

As many authorities moved towards a self-financing adult education service fees rose by an average of 51 per cent, and in some areas by as much as 200 per cent. The backlash among evening class students led some authorities to curb fee increases and fail to increase their income as expected. Not surprisingly, total spending on adult education was only 19 per cent lower than in 1979/80 (£26m) in spite of the Government's demand for a 30 per cent cut.

One of the reasons why adult education has suffered such draconian cuts is because the obsolete terms of the 1944 Education Act have allowed local authorities to provide only what they consider "adequate facilities" for further education in their area.

Early in the year, the Government decided to bring the law up to date to make it the duty of every authority to provide further, adult and continuing education. However, although broad agreement was reached with the local authorities on amendments affecting the education 16- to 19-year-olds and the youth service, the I.C.A.S. were reluctant to extend this to adult education.

The authorities argued that if they were required by law to provide adult education they would have to impose higher fees to pay for it. If set up a standing committee to provide it they would continue to run a restricted service which was not beyond most people's means. Adult education groups reacted vociferously as details of the talks leaked out.

As a result of the strong opposition, the local authorities backed down and agreed that they should have a duty to provide adult education within the resources available. The final decision now rests with the Department of Education and Science.

Another major Government initiative was its decision to set up an Open Tech under the auspices of the Manpower Services Commission. Although adult educators welcomed the idea to use techniques pioneered by the Open University to train and retrain technical workers, they were concerned that it would rely solely on existing facilities.

The Open Tech will be coordinated nationally by a small Open Tech unit, funded and staffed with limited resources, and adult education workers fear this will not be adequate. They are also worried about the lack of opportunities available in the Open Tech for women returning to work, unemployed people and unskilled workers, and critics of the understanding that employers or individuals will bear the brunt of the cost.

Open University fees, which rose by 47 per cent at the beginning of the year, are about to be increased by a further 22 per cent. The new level of £120 for a full credit course means that undergraduate fees paid by the OU's 75,000 students have risen by almost 80 per cent in the last two years.

People studying for an honours degree lasting six or seven years will now have to find a total of £1,100 on course and summer school fees, plus an extra £600 for books, travel and other expenses. Science and technology students with more than two compulsory summer schools would pay at least £1,800.

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In spite of the problems caused by the fee rises, the Open University continued to be as innovative as

ever. Its continuing education facility produced a growing number of short courses aimed at industry in particular, and the OU's first taught masters degree was flooded with applicants.

Elsewhere in adult education, new ideas were stifled to a large extent by the effect of the widespread cuts, and innovation was patchy. One positive area of growth was the provision of special facilities and courses for unemployed people ranging from leisure time activities to retraining courses and classes on starting small businesses and cooperatives. Simultaneously the Government asked the Advisory Council for Adult and Continuing Education to assess the extent of provision for the unemployed and submit a report in 1982.

Other major reports that appeared during the year concentrated on paid educational leave, ex-offenders and English as a second language.

The latest DES projection in November to some extent confirmed this. In a comeback to the February outlook, the DES suggested that a massive increase in the numbers of PGCE primary trained teachers would have to be sought if the needs of schools in the 1980s and 1990s were to be met.

However this was unlikely to be accepted with equanimity by ACSET. The committee has already called for the production of several different options based on these figures which it will consider before presenting its final recommendations in March. ACSET is known to favour a campaign of recruitment to both routes and is not convinced that a higher cut than 10 per cent might not result in a shortage of teachers.

One major problem for all institutions on both sides of the binary divide resulted directly from Government delay in issuing official recommendations. Institutions found themselves unable to make definite offers to candidates who were kept hanging on in the weekly hope of an announcement that might give individual details of the cutbacks.

Another ironic factor common to both sectors is that whilst there were plans to outwalk the PGCE applications to the latter were buoyant that in July, only a handful of institutions had any places left and students were being advised already then to apply for 1982.

There were some difficulties however which were solely limited to one or the other sector. For example in universities there was the somewhat shocked realization that this time round nothing would exempt them from a share in the burden of cuts, especially not as equal partners in PGCE training.

For them too there was the added danger that because of general sweeping cuts within the sector, reduction in education courses might be used as a budgeting instrument. This fear was to prove right in the case of the attempted closure of the faculty of education at Bristol University.

In January, for example, the first of a long line of DES papers presented projections which saw the popular PGCE frozen, while the BED was to be encouraged to recover from its disastrous low recruitment in 1980.

Yet only one month later the committee was to be asked whether a lower target figure for the BED should be considered and to what level the PGCE should be increased. Simultaneously the committee was being asked to advise urgently on another projection which indicated that 7,000 too many teachers were being trained annually than would be needed by schools in the 1980s.

In April there was yet another *DES volte face* as a paper emerged describing the BED as an essential route to training, especially for primary teachers and certain secondary subjects such as craft design and technology. It stressed that training received on the BED was better than the PGCE and although the latter could expand to take on a bigger proportion of primary teacher training, it could never be the only route.

In May, however, the split in DES policies became even clearer as suddenly it advised ACSET that the postgraduate intake ought to be cut by a third and both routes by 10 per cent in the long term.

ACSET's immediate reaction was to reject these proposals. But eventually after three emergency meetings the committee, very much under pressure, made its final recommendations for a 25 per cent cut in the 1982 PGCE intake. It also accepted the 10 per cent long term cut as a realistic option.

The irony of its position cannot have escaped the committee's membership when it became clear after a period of dithering at the DES and a change of ministers their recommended cuts were seen both as too high in the case of the PGCE and too low for the long term.

By then the committee may have been wondering what its exact purpose was, for there was a certain element of humiliation as Sir Keith Joseph, the new Secretary of State for Education, announced that the PGCE cuts should be held to 20 per

cent, so as to ensure that the viability of institutions was protected and a base for future expansion maintained.

Much to everyone's surprise, Sir Keith also took the opportunity to advise institutions that BED recruitment should be contained to 1980/81 levels and that cuts in the long term need to be 20 rather than 10 per cent, as this would be more in line with matching numbers to future demand.

He also gave a very strong pointer that the DES in that he saw the cuts very much as a temporary measure which would soon be remedied by an expansion, particularly in PGCE primary teacher training courses.

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Bad, sad times of Reagan

Peter David/ North America

It has been a bad, sad year for the world's highest system of higher education. More than 12 million students - a record - enrolled in American universities and colleges in 1981. But the mood of university leaders at the end of the year was one of unrelieved pessimism.

When President Reagan arrived at the White House at the end of 1980 the national pressure groups for higher education vowed grimly to build bridges to an Administration which they knew would be less generous than its predecessor. By the end of this year, however, no bridges were in place and many cherished higher education programmes had been washed away in the unyielding current of Reaganism.

For most universities the immediate anxiety has been the federal government's astonishingly rapid retreat from a long-standing bipartisan tradition of government support for student grants and loans. As a nation the United States has always balked at the idea of financing higher education centrally, but has believed in giving students generous financial aid to promote social equality and opportunity.

All that has changed under President Reagan. Congress has agreed reluctantly to cut a deep swathe through the elaborate systems of grants and loans through which federal dollars have flowed via student choices into the university system.

By 1983, according to the latest Washington leaks, the big "Pel" grant programme, which helps 2.6 million lower and middle income students a year, will have shrunk from \$2,600m (about £1,400m) to \$1,444m. Government-subsidized and guaranteed loans will be made available to fewer students under less generous terms.

Besides threatening to reduce enrolments generally, the federal withdrawal from student aid programmes is likely to bring about a major shift in the balance between private and public higher education. Independently-financed colleges which account for a fifth of the nation's students have already noticed a drift of students to the state-subsidized universities where tuition fees are considerably lower.

For the nation's elite research universities, which can count on attracting the cream of every generation of students, the disappearance of student aid is less worrying. But they, too, have fared badly under the Reagan Administration because of a continuing decline in government support for research.

To compensate for the reduction of federal support, the major universities have been quick to turn to non-traditional sources of money. The Department of Defence, which cut many links with the campuses in the traumatic years of Vietnam, has been asked to make important commitments to academic research.

And private business, lured by the prospect of fat profits in biotechnology and microelectronics, has become an increasingly more important sponsor of university research. In developing relations with the Pentagon and private business, the research universities have, however, had to tread gingerly to avoid trifling suspicions of role and accusations that they have jeopardized academic independence and integrity.

At the end of the year an important test-case at the Massachusetts Institute of Technology was resolved when a majority of staff voted in favour of a controversial link with a private research institute, the Whitehead Institute for Biomedical Research.

MIT eventually endorsed an agreement under which the university would receive Whitehead money in return for agreeing to confer full

MIT academic status on the staff employed by the private institute. But the university was careful to insist that salable research findings would belong to the university and the free-flow or scientific knowledge would be maintained.

Relations with the Pentagon, too, have been a source of some friction as a result of a series of incidents in which the Government has sought to curtail the activities of foreign researchers - notably Chinese - working on American campuses. A joint academic and Defence Department committee was established during the year to work out a concordat which could govern relations between the two sectors.

The immediate cuts in federal support have not, however, distracted American higher education entirely from anxiety about its long-term prospects as the number of college students declines rapidly into the 1990s. Higher education leaders expect sharp competition for young people between business and academe, and are not yet confident that higher education will win.

In at least one area it became abundantly clear in 1981 that higher education was losing. Talented young engineers, attracted by unprecedented salaries in the private sector, deserted universities in droves despite frantic efforts by the National Science Foundation and even some far-seeing corporations to make academic careers appear more attractive.

Minister brings new dynamism

John Walshe/ Ireland

The change of Government during 1981 has not yet made any fundamental difference to higher education in the Republic.

Granted the new Education Minister, Mr John Boland, has improved student scholarships and grants and also bailed out the universities. But the first act was necessary because of a vote-catching pre-election promise and the second was imperative - no matter how bad public finances were no Irish government could countenance a university going broke.

In addition, Mr Boland has asked for a four year "rolling" financial plan for the universities and has spoken optimistically about his hopes for an embryonic Open University which is due to begin operations in 1982.

Beyond these developments, a few speeches about higher education, and exhortations to industrialists to give more scholarships, academics are unable to divine the minister's attitudes and plans for this sector.

One reason where there is relatively little to go on is, say supporters, is that there were no plans in the ministry when Mr Boland took office in July. A more important factor is that the minister has been devoting most of his considerable energies to other sectors, admittedly not always wisely.

When commentators want a handy adjective to describe him they invariably use "patron". But the word has negative connotations, and he has not only opponents, even friends, pretty rough in parliamentary and other debates. But he has also brought a new dynamism to an education system that was in danger of becoming stagnant.

When he does speak on the topic, he speaks lyrically on the Open University pilot programme which is due to begin with pilot programmes in 1982. The scheme will be operated by the National Institute for Higher Education in Dublin in conjunction with the national radio and television station. The minister talks excitedly about adults getting third level qualifications, regardless of their social, economic, educational or geographic backgrounds.

He gives the impression that the scheme plus his request to the universities to provide more evening degree courses will take the heat out of the growing demand for full-time third level places.

But both measures will cost substantial amounts of money; they will create their own, largely adult market when the are in full flight and they will not be sufficient to meet the demand from young school leavers which continues to grow inexorably. Mr Boland has not yet spelt out clearly how he will meet this demand.

Nor has he stated what he intends to do about St Patrick's College, Maynooth, if, as expected, he continues to press ahead with plans for the breaking up of the federal National University of Ireland into separate independent universities.

Finance, however, will continue to be the minister's biggest problem. The forthcoming budget at the end of January should give some indication of his intentions.

To reach participation rates comparable to other countries, the Republic will need to shift considerable resources to higher education. If a start is not made in the Coalition Government's first annual budget, confidence in Mr Boland's higher education competence will begin to slip away.

U-turns as government changes

Guy Navee/ France

In French higher education 1981 will go down as the year of the great U-turn. The election of May 10 put an end to the iron policies of Mme Alice Saunier-Sieff, dedicated to the undoing of the post 1968 settlement in university affairs.

To be sure, in the latter days of the previous administration some double-edged gestures were made towards giving new life to "university autonomy". In November 1980, the Freville law was set up in extreme haste and reported in March 1981, just before the elections.

Among its recommendations was the creation of some intermediary body rather than the lines of the UGC.

The most noteworthy event of the year was the disappearance of the Ministry of Higher Education - something that lecturers unions had been against since it was set up in 1974. Now, responsibility for higher education has reverted to the Ministry of National Education under the new minister, M. Alain Savary.

Despite high hopes that the more controversial legislation of the *ancien regime* would be swept away on a tide of reforming zeal, the incoming team has been strangely cautious.

However, the government had its fingers severely burned when it set out to rescind the aptly named Loi Sauvage. This law, promulgated in the summer of 1980, shifted the balance of power on university committees firmly into the hands of full professors. It was supposed to lessen the influence of small unrepresentative student bodies whose political affiliations appeared suspect. Not surprisingly, the socialists first attempt to abolish this law met with a resounding failure.

Among other issues the new administration has promised to deal with, is the perennial question of part-time unentured staff. Through-out the Gaillardan era, this group has steadily diminished from 43 per cent to 33 per cent of all university teaching staff. Since there are some 45,000 staff overall obviously part-time jobs are too numerous all to be given tenure, even supposing they are qualified which many of them are not.

Needless to say, this did not receive great acclamation. Nevertheless, the proposed university budget is rather more generous - this year, mainly to allow the creation of new tenured posts to placate part-timers.

Research in France tends to be more centralized and less directly associated with teaching than in Britain. But the fact that its budget has leapt by 30 per cent over last year's figures will have important repercussions in the universities. For one thing it will put an end to the siege mentality that flourished in the dying days of the previous government.

Apartheid barriers crumbling

Craig Charney/ South Africa

As South Africa's universities shut for the summer vacation, a year of campus ferment drew to a close. Almost all the 16 universities, although segregated by race and language, saw moves to the left in varying degrees among faculty and students during 1981.

The year also saw the debate over reform in South Africa take in the question of dropping racial barriers at the universities.

The strength of the left was evident at the five predominantly white English-medium universities, where left-wing students kept control of four student councils and Rhodes University reaffiliated to the left-wing National Union of South African Students (Nusas).

In the social sciences, the new "revisionist" school, which emphasizes class rather than race, as the key issue in South Africa, also continued to gain ground.

Particularly significant was the wave of anti-apartheid protest which swept both white English and black campuses at the time of the May 31 Republic Day holiday.

They showed that a sizeable minority of white students was ready to join hands with the 10 per cent or so of blacks permitted to study on their campuses with special permits, and that they were willing to fall in step with the black campuses instead of trying to lead them.

The same protests also made clear that black university students had largely turned away from the racial and exclusivity of the "black consciousness" period of the 1970s towards cooperation with whites.

The increase of support among them for the non-racial African National Congress, the banned nationalist movement, was also unmistakable.

Students on white and some black campuses also moved off to take part in community projects and organizations. In some cases, however, the inexperienced young people overplayed their hand, as when lecture boycotts led to the expulsion of half the students at the Indian university of Durban-Westville at mid-year.

A major talking point occurred in July when Professor Mike de Vries, rector of Stellenbosch University, the leading Afrikaans institution, called for the university to open its doors to students of all races.

Academics' worst fears realised

Geoff Maslen/ Australia

Higher education in Australia got off to a poor start in January with news that the "jewel in the crown of Australian National University" was under threat. The ANU vice-chancellor Professor Anthony Low announced that without more money on top of its AS100m a year, the university's teaching and fundamental research roles would be seriously jeopardized.

Professor Low's intimation that all was not well seemed echoed by news that two of the country's leading educators were actually quitting to take up jobs in strife-torn Britain. Sir Bruce Williams, vice-chancellor of Sydney University, resigned his post to become director of Britain's new Technical Change Centre, and Dr Malcolm Skilbeck director of the curriculum development centre in Canberra left to assume the joint appointment of professor of curriculum in the Institute of Education at London University and director of studies at the Schools Council for curriculum and examinations.

Significantly, no sooner had Dr Skilbeck accepted his job than the Commonwealth government announced it would close down the Curriculum Development Centre and force the merger of 30 of the country's colleges of advanced education.

That latter decision seems likely to result in the loss of up to 1,000 academic jobs and was immediately condemned on the grounds that the decision could lead to shortfalls in teacher numbers in the mid 1980s since most of the colleges affected were involved in teacher education.

The cries fell on deaf ears and when the Commonwealth Tertiary Education Commission produced its report of funding for the three years from 1982-84 the worst fears of the academics were realized. Their pleas for more money went unheeded and when the government announced its budget provisions for higher education even the restricted recommendations of the TEC were further eroded.

What followed was a remarkable and spontaneous demonstration by students, many of whom were still in primary school during the great Vietnam protest days. Across the country, tertiary students and their teachers paraded and waved placards and in one brave instance actually hurled rotten tomatoes at the prime minister, Malcolm Fraser - a man who has established for himself the image of Attila the Hun of higher education. For the first time, too, academics at two universities went on strike for a day in protest.

Students, of course, have increasingly been forced to tighten their belts as lean times descend on them. According to the Australian Union of Students more than a third combine their studies with either a full-time or part-time job.

Fewer than half interviewed in one survey said they devoted all their time to study and only one in eight said they relied on the Commonwealth government for the pittance known as the tertiary education assistance allowance - itself limited by the government when it decided that students living in *de facto* arrangements with other students could not use that as an excuse to avoid living at home.

Postgraduate students were further stung by the news that the Government intended to impose tuition fees of up to A\$2,000 a year for those completing second or higher degrees, except in certain cases of approved double degree diploma combinations.

In an embarrassing back-down, the government was forced to accept amendments to the Bill imposing postgraduate fees, after it had lost control of the senate in June. The opposition parties in the senate combined to reject the section of the Tertiary Education Financing Bill imposing fees.

BOOKS Social surveyors

A History of British Empirical Sociology by Raymond A. Kent
Gower, £14.00 and £8.40
ISBN 0 566 00415 1 and 00520 4

The history of sociology is liable to considerable distortion. It is heavily biased toward the history of social thought, in the writing and teaching of which little if any recognition is given to the empirical side of the discipline. Raymond Kent's aim of writing a history of British empirical sociology to redress the balance is therefore both a necessary and a worthy one. He covers the period from the early nineteenth century to the present, without losing sight of parallel theoretical developments.

The figures from the pantheon who figure most prominently are Henry Mayhew, Charles Booth, Seebohm Rowntree, the Webbs, A. L. Bowley and David Glass. The book begins with a discussion of the early nineteenth-century statistical sociologists. Attention then turns to the mid and late nineteenth-century "social explorers", paying detailed attention to the researches of Charles Booth in Manchester and Mayhew and Booth in London. This is followed by a discussion of Rowntree's York poverty studies, Bowley's introduction of random sampling, the indefatigable industry of the Webbs, and the lack of impact on social research of statisticians such as G. Udny Yule. The second half of the book covers in considerable detail the interwar period, the 1950s and 1960s, and then attempts to delineate the changing character of sociology in the 1970s.

As a general survey of the history of empirical social research in this country, the book will be of particular value in undergraduate teaching. It is clearly written and soundly based on the secondary sources. The gap which has divided and continues to divide academic sociology from various forms of inductive fact-finding is nicely emphasized. The Webbs' belief in the possibility of pure social description has few contemporary admirers among the ranks of sociologists. Who now reads the interwar replication of Booth's work by Lowell Smith and Bowley, *The New Survey of London Life and Labour*? How many readers have come across the *Third Statistical Account of Scotland*, in 29 volumes, 20 of which have been published, the most recent in 1979? These instances give flesh to the bare bones of Popper's strictures on the bucket theory of the mind.

Kent's *History* is more successful in dealing with the earlier period than the later, perhaps because there is better documentation available. As one goes beyond 1945, the touch is less sure. There are a number of minor factual errors, and more serious large omissions. There is no adequate discussion of the history of medical sociology or of criminology, and political sociology is covered without mention of Robert McKenzie's *British Political Parties*. Particular works are highlighted and summarized at excessive length, without an adequate account or assessment of a range of monographs in a particular field. The attempt to characterize the theoretical ferment and anti-empirical tendencies of the 1970s is markedly inferior to that achieved in considerable detail in the *Sociological Association conference volume Practice and Progress*.

Writing the history of an academic discipline is not easy. There is a particular danger of producing merely a descriptive catalogue, as some distinctly unmemorable histories of empirical research have done. Raymond Kent avoids the worst of these pitfalls, but there is too much sheer description of what is already rather familiar. His narrative lacks the élan and incisiveness of the late Philip Abrams's brilliant essay on *The Origins of British Sociology*.

Work on the history of British sociology needs two stimuli. The use of archival sources and (for the twentieth century) oral history interviews, both lacking here, provide a sounder way forward than that besetting sin of much British sociological writing, secondary and tertiary synthesis. And strong hypotheses have to be developed to provide a backbone and avoid the descriptive catalogue. There are a number of interesting ideas touched on here - not all of them new - about discontinuities, failures of institutionalization, the gap between social and sociological research, and the mediocrity of some current empirical work, but they are not worked out.

The sheer lateness of the arrival of sociology on the British scene is mentioned, but needs more attention. The enduring hostility of Oxbridge, and the key role of the LSE, in the development of the subject, have to be analysed. Why, for example, was there no "LSE school", comparable to the Chicago or Columbia "schools" of sociology or the Boston or Malinowski "schools" of anthropology? The extraordinarily rapid expansion of the subject in the last twenty years is also passed over, thus avoiding the awkward question of what contribution this has made to the discipline's present misfortunes.

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BOOKS Whatever you say

Replies and Responses by Paul Ricoeur
Blackwell, £12.00 and £4.95
ISBN 0 631 12788 7 and 12886 7

Although, in a long and distinguished series of writings Goffman's concerns have remained recognizable within the central traditions and problem areas of sociology, his abiding research preoccupation - the study of social interaction - has frequently drawn him into contact with neighbouring disciplines. His early work on "face" and the foundations of selfhood drew extensively on the literature of psychiatry while more recent work (most notably, *Relations in Public*) has incorporated notions with ethnology. In these studies, Goffman combined an acute grasp of the technical literatures of these disciplines with an extraordinary capacity to display the relevance of their findings for problems which are properly and centrally sociological. The present volume is no exception to this trend. Uniting three previously published essays with two new studies, it draws upon the literatures of linguistics and sociolinguistics to make points of central sociological significance.

In the first of the essays "Replies and Responses" - first published in 1976, Goffman considers the fundamental question of whether it is appropriate to seek deterministic models of social action. Although the issue is an ancient one, it was given new life during the early 1970s by developments in speech act theory and early work in the analysis of discourse. This work examined the organization of talk as sequences of actions ("speech acts") and revealed remarkably general, consistent and hitherto unnoticed patterns of such sequences in ordinary conversation. From these discoveries it was a short step to suggest that, just as transformational grammarians had achieved considerable advances by analysing the structures of well-formed sentences, so sociolinguists could and should isolate well-formed sequences of conversational actions and analyse their structures as the determining principles of social action. The net result would be a deterministic analysis of social action operating at a microscopic level with a predictive power undreamed of by the founding fathers of sociology. In "Replies and Responses" Goffman takes this proposal apart brick by brick. Using a range of counter-examples, (utterance by utterance) the dimension of context is by no means

the only dimension to which conversationalists may respond. Moreover, although it is a reasonable research strategy to pursue the extent to which utterances are shaped by the contexts in which they occur, it should not be forgotten, Goffman argues, that speakers can design their talk so as to maintain, breach or re-determine the sense of context being attended to. Regularities in conversational sequences do not, therefore, imply the determination of talk and at the end of the day, constrained only by considerations of "face", the speaker retains the initiative.

If "Replies and Responses" suggests a highly voluntaristic analysis of talk, the balance is redressed in "Response Cries" which considers the moral regulation of talk in public places. In such places as a railway waiting room, Goffman suggests, the individual may neither talk to himself nor feign his conversation on others. Yet there are circumstances in which he may need to comment or re-dress, his clumsiness in tripping over a chair or, more prosaically, to request someone to watch his luggage. In these circumstances, the norm of silence may be relaxed while the speaker should simultaneously show his respect for the norm by minimizing his claims on the attention and responsiveness of his recipients. Through a succession of tiny examples, Goffman displays an array of procedures by which speakers accomplish this task in relation to a wide variety of public contexts and personal predicaments. By these means, he also depicts illustrates the interplay between normative convention and individual agency.

A further theoretical essay, "Foot-ing", makes the case for revising and complicating our conceptions of speakers and hearers. We need to recognize, Goffman argues, that a radio announcer, for example, is often not the "author" of the words he speaks and that, by the same token, while a lecturer on Clausewitz may be describing his own position and commitments, Sociologists of interaction will therefore need to make systematic distinctions between occasions in which a speaker is merely "animating" the words or opinions of others, and those in which he is both "animator" and "author" of his talk or is the "principal" whose commitments are being expressed. Although, in ordinary talk, speakers commonly combine all three components of speaking, rapid changes may nonetheless occur. As he shifts into "reported speech" the speaker merely becomes an "animator"; in paraphrase he assumes the role of "animator" and "author" and so on. Different degrees of responsibility and accountability are implicated in these shifts. Similarly, although many social roles may require their incumbents to adopt one or another of these aspects of speaking, subtle switches may occur. The "animating" radio announcer may editorialize on his own behalf, the lecturer will sooner or later express his view of Clausewitz and the bureaucrat will find ways of dissociating himself from his expression of the official position of his organization. The frameworks of speaking structure expression rather than contain it.

The hearer role is no less complex. Goffman distinguishes between a variety of hearer statuses. Hearers may be addressed or unaddressed, they may hear or overhear or their hearing (or overhearing) may be ratified, unrati-fied or otherwise colluded in or traded upon. In turn, these various hearer statuses influence the extent and ways in which the individual can participate in the talk to which he is party and the nature and kinds of reports he can give of what he has heard. These complicated conceptions of speaking and hearing are put to work (beyond useful summary) in two further essays, "The Lecture" and "Radio Talk". The latter deals with the special troubles caused to radio announcers by a variety of speech errors (many of them extremely funny) and their repair. It also serves to remind us of the immense variety of ways in which "linguistic" phenomena are entangled in social relations.

Although the titles of these essays will be readily recognizable to those who have read *Francis Analysis and Relations in Public*, this

BOOKS John Heritage

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volume extends and integrates these earlier analyses by displaying the detailed embedding of talk in the wider contexts of human behaviour and social convention. The analyses in *Forms of Talk* will undoubtedly be widely read both within linguistics and sociology and must surely contribute towards a broader recognition of the mutual relevance of the two disciplines.

Goffman's prestige within his profession and the breadth of his readership make it a fair bet that these essays in sociolinguistics will be the first that many sociologists have ever read. The quality of this work should ensure that they will not be the last. Sociolinguists are more than fortunate in having such a standard bearer.

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BOOKS Ricoeur's horizons

Hermeneutics and the Human Sciences by Paul Ricoeur
edited and translated by John B. Thompson
Cambridge University Press, £20.00 and £6.95
ISBN 0 521 23497 2 and 28002 8

Critical Hermeneutics: a study of the thought of Paul Ricoeur and Jurgen Habermas by John B. Thompson
Cambridge University Press, £17.50
ISBN 0 521 23932 X

Paul Ricoeur is the most important living representative of phenomenology in France. A prolific writer, his work has exerted considerable influence in several areas of philosophy, including the philosophy of religion, the study of symbolism, of metaphor and language and in hermeneutics, the theory of interpretation. By his words as editor, translator and critic of Ricoeur John B. Thompson has made an invaluable contribution to current debate in the philosophy of the human sciences.

Hermeneutics and the Human Sciences provides an excellent introduction to Ricoeur's work, which, by focusing on his more recent writings, will serve to inject his themes and perspectives into the mainstream of inquiry in sociological theory. In the companion work, a comparative study of Ricoeur, Habermas and the ordinary language philosophers deriving from the latter, Wittgenstein, Dr Thompson not only provides a lucid account of three partly convergent ways of treating the relationship between language, action and the world, but lays the critical foundation for his own approach, which he calls "critical hermeneutics".

The essays in the Ricoeur anthology, prefaced by an informative editorial introduction and a characteristic response by Ricoeur himself, fall into three sections: studies in the history of hermeneutics, in the theory of interpretation, and in the philosophy of social science respectively. They are well chosen to show how Ricoeur's reflections on the problems of phenomenology and structuralist approaches to human studies have led him toward a philosophy of social sciences which owes more to the logic of literary interpretation than to the model of natural science. Ricoeur is a fluent historian of his own discipline and the first two essays, "The Task of Hermeneutics" and "Hermeneutics and the Critique of Ideology" give an account of the intellectual background to his efforts.

He is also by nature a conciliator and a synthesist. The field of human scientific theory is a troubled one in which theorists are inclined to make extravagant claims for their own exclusive methods. Wilhelm Dilthey's opposition of interpretative understanding, *Verstehen*, to causal explanation in the human sciences and Hans-Georg Gadamer's opposition of "truth" to "method" are examples of this tendency which Ricoeur rightly approves. He believes that the epistemological problems of the human sciences only become soluble

when they are treated in the context of a theory which takes account of all that we can learn about the position of man in the world. This is what is meant by the "ontology of human finitude" which, as Thompson points out, remains the horizon of philosophic reflection throughout Ricoeur's work. It is not hard to see how far Ricoeur's Christian beliefs have influenced his view of the essentially limited nature of human knowledge and achievement.

It is Ricoeur's explicit ontological awareness which gives his theoretical essays their distinct flavour. He is concerned with the fundamental and universal features of human existence which form the background to the profusion of human expression and action, yet he never underestimates the difficulties that stand in the way of any convincing account of this realm. His turn to hermeneutics was based in his recognition of the obstacles that stood in the way of a direct, phenomenological account of human freedom and the fallibility that is its necessary shadow. At the same time, Ricoeur has always kept his distance from Heidegger and his followers because, he argues, the road to ontology must lie through the examination of the works through which man's participation in being is expressed.

Reflection [he wrote] is the appropriation of our effort to exist and of our desire to be, through the works which bear witness to that effort and desire... reflection must become interpretation because I cannot grasp the act of existing except in signs shed in the world. That is why a reflective philosophy must include the results, methods and presuppositions of all the sciences that try to decipher and interpret the signs of man.

This is Ricoeur's argument for the return of truth with method. It explains the extent and seriousness of his debate with the various sciences and would-be sciences of man from structuralism to psychoanalysis. In *Critical Hermeneutics*, Thompson compares Ricoeur's theories with others such as those familiar to British social scientists. While recognizing the merits of the analysis of meaning and action which philosophers like Wittgenstein have developed from the work of Wittgenstein, Thompson clearly has more sympathy for his other major protagonists, Ricoeur himself and Habermas. The latter, he argues, take account of the dimension of social reality suggested by such terms as power, structure and ideology. They place their theories in a recognizable world of political power and domination in a way avoided or evaded by their English equivalents. This is a familiar theme in neo-Marxist writings but Thompson's discussion of the relationship between action and social structure profits from his encounter with non-Marxist, continental currents of thought. He is careful in his exposition and succinct in his criticism of Ricoeur and Habermas as well as the Wittgensteinians, which he develops in the second half of the book.

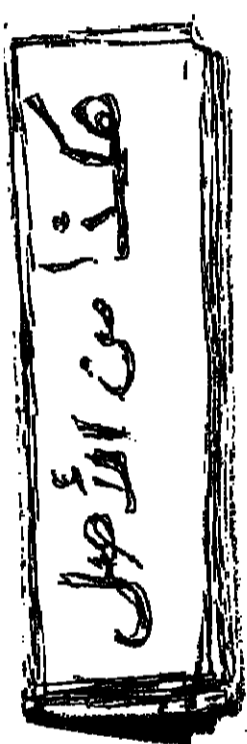
Since these are to serve as the starting point for further research it is likely that they will be expanded in other works. What is already clear is that Thompson's critical hermeneutics, however subtle it may be construed, must be watched carefully if it is not to become yet another theory which attributes all the limitations and frustrations of social life to the constraints imposed by social and economic institutions and the structure which they form. The influence of Ricoeur, Habermas and Gadamer, leads me to hope that Thompson may not conclude at such a point, which evades the very issue of human finitude and fallibility which Ricoeur's work has opened up to us. Structural and institutional limitations, once thought to be the consequence of human finitude, are today more usually seen as its prime cause. We blame on the system what we minimize in the self. Ricoeur tries to estimate the relative merits of both positions. If critical hermeneutics does any less than the promise of Thompson's first book will go sadly unfulfilled.

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BOOKS

In search of an audience

The Privileged Playgoers of Shakespeare's London 1576-1642 by Ann Jennalie Cook Princeton University Press, £13.40 ISBN 0 691 06454 7

If a few hungry publishers hadn't seized their chances to cash in on the popularity of Shakespeare's plays enjoyed on the stage, and if a few more hadn't cashed in on a memorial volume of all the plays, Elizabethan playgoers would have been uniquely privileged. Shakespeare himself was not bothered about immortalizing his plays in print and evidently rested content with the transient fame of his company's performances. That makes the privileged few who visited the playhouses in London around 1600 an even more important element in the total exercise of playwriting and performing than usual. They were the only audience Shakespeare expected. Consequently the usual questions about audiences real and ideal gain considerably in sharpness when applied to the Elizabethan theatre.

The first book to analyse the composition of an Elizabethan audience was by Alfred Harbage, forty years ago. He used demographic analysis and contemporary comments to identify the characteristic players of the "popular" theatres for which Shakespeare wrote as the London aristocrats. He distinguished this mass audience from the "coteries" or privileged class who attended the smaller theatres of the boy companies. Professor Cook's is only the second book on this subject to appear, and its primary aim is to unseat the "popular" candidate in favour of the kind of Londoner whom Harbage thought dominated only the coteries theatres. To her the "privilege" of the Elizabethan playgoer was not the chance to see Shakespeare's plays but social status. Her candidate for the typical playgoer is not the idle rich but the idle rich. Using similar evidence to Harbage, though with much more help from the demographers, she maintains that:

London's large and lively privileged set ruled the playgoing world quite as firmly as they ruled the political world, the mercantile world, and the rest of the cultural world. Their own ranks were tremendously varied, reaching from bright but impoverished students, younger sons of gentry families set to trade, and minor retainers in noble households all the way up to nobles, ambassadors, merchant princes, and royalty itself. Though the clever, the ambitious, and the newly rich enormously expanded the ranks of the privileged under Elizabeth and James, they still stood firmly apart from the mass of society. Most people ate, dressed, worked, and lived as best they could. The fortunate wrote music and poetry. They made the laws. They ruled the government and the church. They monopolized education. They led commerce. They claimed estates and controlled companies. They elevated dining and dress and decor to an art. And they were avid playgoers: men and women alike.

There is no doubt of Professor Cook's success in dislodging Harbage's idealized, artisan audience. She marshals her demographic evidence with flawless logic. Nevertheless, one wonders whether she has not swung too far in the opposite direction and replaced one over-inflated account of the historical changes between the time when *The Wise Men of Westchester* was more popular than *Fastus* and the first decade of her study when Queen Henrietta's young followers were die-hard tastes in theatre fare. She minimizes the differences in the two types of auditorium with their shift of priority between the Globe, where

the cheapest places were closest to the stage, and the Blackfriars where the cheapest places were in the gallery at the back of the hall and the privileged actually sat on the stage itself. Students of Elizabethan drama might well wish the Elizabethan audience had only one head, but it didn't. A single distinctive identity, whether plebeian or privileged, is not consistent with the evidence even as Professor Cook deploys it.

Sifting through the large amount of contemporary evidence is an important scholarly exercise, partly to answer the critics who argue for the liberty of interpretation because they assume the original audiences were too cross to have been the playwrights' real target, partly to enable the image of individual playwrights and the venues they wrote for to be shapened. The texts deserve the best contexts we can give them. The audiences aren't vital to our understanding of the plays, but they need not be ignored or misrepresented. Any attempt to simplify their image into a single, clear outline will invoke the wrong kind of attention.

Andrew Gurr

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Out of the shadows

The Poetry of Emilio Prados: a progression towards fertility by P. J. Ellis University of Wales Press, £16.95 ISBN 0 7083 0786 8

The progression from the completion of a good thesis to its publication as a book is not always a straightforward affair. While the need for scrupulous research, handling and arrangement of detail and balance of judgment are common to both, to be wholly successful the transition often demands an indefinable, qualitative leap forward - sometimes a broadening of minor perspectives, or a change of tone and presentation. To his credit Dr P. J. Ellis's study of Emilio Prados achieves this breakthrough by about mid-passage in a difficult voyage. The non-specialist reader, however, may still founder at the introductory section locating Prados in relation to the contemporary generation of Spanish artists to which he belonged, and which was so tragically affected by the events and aftermath of the Spanish Civil War.

My earliest personal encounter with Prados's work was as an undergraduate, when, having rifled through a score or so of poems, I decided that his vague, introspective style made but pale comparison with the brilliance of Lorca, Alberti and Cernuda and I consigned that particular anthology to the shelf with not uncommon youthful intolerance. It was, therefore, a pleasant surprise to have my superficial assessment of Prados radically overhauled by the time I had read Dr Ellis's book and re-read much of the poetry with which he deals. To begin with, Dr Ellis brings Prados out from under the shadows of the leading figures of the glittering pleiade of Spanish poets (the 1927 Generation) with some of whom, despite his tendency towards isolation, he maintained friendly and working contacts. The author conducts a careful and sympathetic exploration of the developing persons behind the poems. Drawing on the works of R. D. Lang and Carl Jung, he traces his (literary) from the sense of alienation and sterility which characterized the poetry of the early 1920s, through the destructive dichotomy of the poet's experiences between body and spirit in his maturing work, which is finally resolved only towards the end of his life after passing through a stage of transcendentalism and inner quietism during his long exile in Mexico. In terms of the poetry itself, this long, interior search is expressed in symbols of varying degrees of obscurity, radiating into the physical existence of the body to emerge, at last, to a sense of oneness with the natural universe, which is equated with the "fertility" of the book's title.



Mark Twain writing in bed.

Of central importance also is the prolonged comparison the author makes between the poems as originally published in their individual collections, unedited manuscripts in the poet's private papers, and the texts making up the important *Anthology 1923-53*, which Prados himself compiled (with occasional modifications). Dr Ellis convincingly shows that the choice of material does represent an attempt by Prados to effect a retrospective change of emphasis, especially in relation to the early works contained in five separate books but subsumed in the *Anthology* in one section. This insight throws an intriguing additional light on the nature of the poet's divided self, to the analysis of which this book is in large part devoted.

R. K. Britton

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Fantastic criticism

A Rhetoric of the Unreal: studies in narrative and structure, especially of the fantastic by Christine Brooke-Rose Cambridge University Press, £25.00 ISBN 0 521 22561 2

Professor Brooke-Rose is, on occasion, an impressive and exciting critic and literary theorist, as she has shown particularly in her work on Pound and on James. The three major articles on *Turn of the Screw* are reprinted here, very little damaged, and they remain insightful and provocative, but a group of essays does not make a book. This is not a rhetoric of the unreal, despite the constant references to the rather tired formulations derived from Tsvetan Todorov's structuralist study, *The Fantastic*, but a collection of already available work, variably coherent and linked by some material which, especially when dealing with large books like those of Pynchon and Tolkien, of which Brooke-Rose has a violent dislike, falls radically short of her own required standards of rigor.

The James essays derive their impetus from the scorn which Brooke-Rose rightly pours on the "traditional" (a term used here too unselectively) critical work of the kind, continual lapses in typography, in punctuation, in spelling, in continuity are extremely destructive; and while some of this may be the publisher's fault, some is certainly the author's. Just to pick three examples: the same quotation from David Lodge is given to us in two separate places, in quite different forms; the footnotes to the James essays are wrong about which one was originally which; and when you are in the business of distinguishing "literary", "literally", "literally" and "literarity", surely it is important - at least that noun, adjective and adverb are not wrongly interchanged at the very heart of a complex argument.

David Punter

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Twain twin set

Pudd'nhead Wilson, and Those Extraordinary Twins by Samuel Langhorne Clemens edited by Sidney E. Berger Norton, £3.95 ISBN 0 393 95027 1

According to Twain, *Pudd'nhead Wilson* began as an extravagant farce called "Those Extraordinary Twins" the twins of the title being, in fact, Siamese. The subject had obvious attractions for a writer preoccupied with the problem of divided identity. It also had comic possibilities of the most elementary kind, especially since Twain made one of the twins, Angelo, sober and prim and the other, Luigi, rowdy and rebellious. Luigi drinks whisky and Angelo gets drunk. Luigi accepts a challenge to a duel but Angelo makes them run away. And so on.

Introduced into this curious story Twain introduced three other characters, who were at first only peripheral. Tom Driscoll, a young man who quarrels with the twins, Roxana his mother, and David "Pudd'nhead" Wilson who defends the twins when they are tried for an offence arising out of the quarrel. Roxana is one-sixteenth black and so, although Tom's father is white, he is by law a negro and a slave. He has, however, escaped this fate because his mother secretly exchanged him for a white child while he was still in his infancy. In effect, Roxana has substituted one fiction for another: Tom Driscoll has become what he has been trained to be, a white man and a gentleman, just as the child for whom he was substituted has become a negro slave.

The possibilities of all this were not lost on Twain. Here was a far more potent variation on the themes of identity and twinhood, which had the added advantage of being embedded in the American South he had known as a child. Not only that: the figure of Pudd'nhead Wilson provided him with the opportunity of commenting directly on the follies of the "damned human race", something that the increasing misanthropy of his later years seemed to require. So out of the farce came a "tragedy", or more accurately a serious novel with tragic overtones - and one of the first books to anticipate Faulkner by focusing on miscegenation, even more than slavery, as the repressed myth of the American past.

This new edition of *Pudd'nhead Wilson* is undoubtedly the best now available to the general reader. It includes both the original tale and the finished novel, a textual introduction, a list of variants, and a generous selection of critical essays. The essays, in particular, are invaluable. Critics as otherwise different as Leslie Fiedler and F. R. Leavis seem to have found the novel impressive - with Fiedler, for instance, referring to it as "one of the most honest books in our literature". They are probably right. True to its haphazard origins, *Pudd'nhead Wilson* is far from being a seamless work; but it is a profoundly unerring one, and as ruthless in its own way as *The Confidence Man*. Perhaps its message is best summed up by a remark from "Pudd'nhead Wilson's Calendar": "It was wonderful to find America; but it would have been even more wonderful to miss it."

Richard Gray

Dr Gray is reader in literature at the University of Essex.

Who's Who in Shakespeare's England is described by its authors Alan and Veronica Palmer as "a verbal portrait gallery of some seven hundred of Shakespeare's contemporaries in England". The "verbal" likenesses are in many cases combined with contemporary paintings of the persons described. There is a useful classified list of entries prefacing the main body of the text, and there are bibliographical references following many of the entries.

Published by Harvester Press, the book costs £30.00.

BOOKS

Russian options

From War to Cold War 1942-48 by Roy Douglas Macmillan, £20.00 ISBN 0 333 25346 9

Dr Roy Douglas has written a succinct, well-documented account of the breakdown of the Second World War alliance between Britain, the Soviet Union and the United States, ending with the Berlin blockade of 1948-49 and the signature of the North Atlantic Treaty in April 1949. The West's answer to the aggrandizement policies of Stalin which, according to Dr Douglas, brought about the Cold War. Like many western historians of the period, he writes as though Stalin was quite as evil as Hitler, almost suggesting that during the Second World War Britain and America fought the wrong enemy.

The question is, and Douglas gives it prominence, how did the two Anglo-Saxon powers let the Russians get away with it, allowing them to annex territory and impose communist regimes in Eastern Europe, not all at once, but by inexorable stages, and to threaten Turkey and Iran until the American giant was belatedly stirred to action? It is not as though the West's weakness was the inevitable consequence of the Red Army's inevitable predominance in East Europe after trouncing Germany. Dr Douglas believes the West could have done more to stiffen local resistance to Russia's might in, say, Poland and Rumania by diverting supplies from the war against Hitler to the struggle against communism. They should have considered "whether different policies might reduce the danger that another Hitler should confront mankind, even before the original was dead".

Roosevelt as everyone knows, acquiesced in Stalin's European policies because he wanted his help against Japan, and he was starry-eyed about "Uncle Joe" anyway. Even in the harder Truman's time, Secretary of State James Byrnes aided Stalin through weak compromises, or so "the present author suspects, but cannot prove". As for Britain, Dr Douglas believes she gave the game away when she consented to Britain's annexation of the Baltic States and Eastern Poland soon after Hitler invaded Russia in June 1941. This led Stalin to believe the British would practise the same sort of appeasement towards him as they had towards the dictators in the 1930s.

Dr Douglas has a curious explanation of how Churchill, that life-long anti-communist, came to be an arch-appeaser of the Soviets. It was, he writes, because Churchill always instinctively wanted to be "at the very thick of some conflict or other", and would have liked to assist the "great and decisive battles" in Russia in 1942 and 1943, except that he knew that launching a Second Front at that time would be suicide. And so the Prime Minister "sought to discharge the moral debt which he felt to the Soviet people in the only way which came to his mind: by backing the political aspirations of their Government, at the expense of so many other peoples". This fitted the "corporate ethic" of Churchill's class and generation.

It is an engaging picture, which many will find persuasive. It is, however, difficult to square with the fact that in August 1941 Mr Churchill met Roosevelt and drew up an Atlantic Charter which began with the words: "we seek no aggrandizement, territorial or other", without consulting Stalin, though both knew that at the end of the war he must wish to revise, if Russia survived, the unfavourable settlement imposed on her at the end of the First World War; and then they asked Stalin to adhere to the Charter, and Stalin, with Russia almost prostrate before Germany, could hardly refuse. It is also hard to reconcile with the fact that, when the war ended, Churchill was so frightened of Soviet expansion

that President Truman had to send envoys to London to calm him down.

The question this book does not answer is what were the Russians supposed to do at the end of the war? They had been savagely invaded by an enemy they had done all they could in the thirties to persuade Britain and France to combine with them against. Could they retire from Germany and let it move into the western camp, which they believed had caused the war? Could they retire from Eastern Europe through which Germany had cut like butter in 1939? Dr Douglas says that, had Russia done this, and had Germany attacked her again, Russia would have had the "full moral backing" of Britain and America. A Soviet leader who accepted that as adequate security would have been lynched by his own people, after their loss of 20 million lives during the war. Of course, the USSR is an expansionist state and a danger to the West. But let us look at its foreign policy options with some realism.

F. S. Northedge

F. S. Northedge is professor of international relations at the London School of Economics.

Pacts and treaties

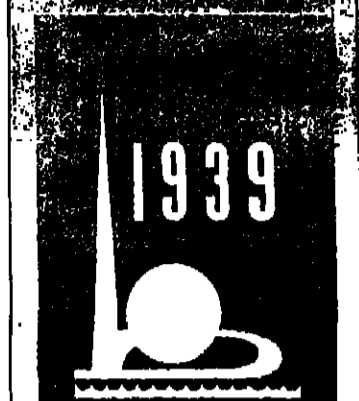
Prelude to Appensement: East Central European diplomacy in the early 1930s by Lisiane Radice Columbia University Press, \$27.75 ISBN 0 914710 74 5

The Nazi accession to power in January 1933, with its implied threat to the territorial status quo in Europe, caused all of Germany's neighbours to reassess their foreign policies. Should Hitler's state be held in check by the formation of a multi-lateral pact pledged to resist aggression, or was it better instead to reach a compromise with Berlin, perhaps by a private bilateral understanding? The key question here was the future of east-central Europe, not merely because German nationalists had vociferously denounced the Versailles settlement in that region but also because the security of western Europe's boundaries seemed to have been reinforced by the Locarno Pact of 1925.

It was in these uncertain circumstances, then, that the idea was put forward of an "Eastern Pact", as a belated equivalent to Locarno, binding all the states of eastern Europe to respect the status quo and in addition securing the commitment of non-regional great powers to give aid against aggression in the area. Germany, of course, would not be asked to oppose it without exposing its ambitions to the whole world.

Yet, for all the diplomatic discussions of an eastern pact, the idea was virtually dead within two years. The assassination of the French Foreign Minister Barthou in 1934 robbed Europe of the pact's most fervent advocate; his successor, Laval, preferred to come to terms with Germany, if that were at all possible. Even before that, the Poles had agreed to a bilateral treaty with Britain and in 1935 the British - who disliked any commitments to eastern Europe in any case - had concluded the Anglo-German naval agreement. By that year also, Italy was at odds with the West over Abyssinia. In sum, the prospects for a common front against Germany had disappeared; the failure to produce an effective eastern pact was now to be the order of the day.

Mrs Radice tells the above tale competently enough, and adds another piece to the historical mosaic of interwar diplomacy; but it can hardly be said that this is a distinguished addition to the literature. *Prelude to Appensement* is little more than a diplomatic narrative, based upon some but by no means all of the available archival sources. More disturbing is the fact that none of the secondary sources listed in her bibliography is less than ten years old,



Roosevelt broadcasts to the world.

so that all of the publications of the 1970s on appeasement and the origins of the Second World War are ignored. Both in its approach and in its contents, this looks a rather dated work, which has belatedly found a publisher.

Paul Kennedy

Dr Kennedy is reader in history at the University of East Anglia.

Always marginal

Windthorst: a political biography by Margaret Lavinia Anderson Oxford University Press, £25.00 ISBN 0 19 822578 4

Ludwig Windthorst's death in 1891, exactly a year after Bismarck's dismissal from office, marked the end of the Bismarck era almost as clearly as the fall of the Iron Chancellor himself. The two antagonists were opposites in almost everything, from their ideas to their physical appearance, yet their adversary relationship was an important part of the constitutionalism practised in the Second Reich.

While books on Bismarck have never stopped rolling off the presses, Windthorst and the Catholic strand in the German body politic have been seriously neglected. The mainstream of German historiography was traditionally national liberal, taking the creation of a united Germany as the benchmark for its value judgments. More recently a critical revisionism, often influenced by Marxism, has held sway, emphasizing social and economic factors, class conflicts and looking for the defects that produced the catastrophe of Nazism. Between these two poles a third element, the Catholic subculture, federalism and the tensions between centralization and particularism has, in spite of the work of Carl Bachem, Rudolf Morsey and others, failed to be fully integrated into German historical perspectives.

The publication of a modern, scholarly biography of Windthorst therefore is an exciting event and Professor Anderson's work does not disappoint. She makes good use of the considerable source material which has become available in recent years, limited though Windthorst's own written remains were by his almost total blindness. The future leader of the *Zentrum* was always a marginal man, a Catholic in Protestant Hanover, a middle-class man among aristocrats, a Hanoverian among Prussians. This marginality is the key to Windthorst's tough and tireless defence of constitutional rights, irrespective of whether they protected Catholics, Jews, Poles, socialists or liberals, against the fierce Bismarckian assault. It was significant, however, that the Chancellor, for all his recurrent flirtation

with a coup d'état, never abandoned the constitution he had himself created. Thus on the whole the rule of law prevailed in Imperial Germany, even if full parliamentary government was never achieved before 1914.

The *Zentrum* was formed before Bismarck embarked upon the *Kulturkampf*, but it became Germany's first mass party in the crucible of that struggle. In Windthorst it found a leader who combined untrained parliamentary skill with charismatic appeal for the Catholic masses. In the 1880s he had not merely to contend with Bismarck but also the Vatican. Professor Anderson did not have access to the Vatican archives, but nevertheless shows convincingly that Leo XIII, who has usually had a good press from historians, harboured illusions about what he could obtain from Bismarck and was deceived by his own agents. From the vantage point of Windthorst, rather than Leo XIII, was on the side of the angels in his principled resistance to the Socialist laws, the military budgets and all manner of Bismarckian manipulation and imperialism.

Lothar Gall, Bismarck's latest German biographer, depicts the Chancellor, particularly in his last decade of office, resorting to increasingly desperate stratagems to contain the dynamic development of German society, with little regard for the future of anything other than his own continued grip on power. In emphasizing, by contrast, Windthorst's staunch libertarian virtues Professor Anderson has to admit that her hero was hardly less backward-looking than his opponent. He had little notion of the problems of an increasingly industrial and urbanized society and his attitudes were formed by and remained appropriate to the conditions of the pre-industrial *Standestaat*.

The *Zentrum* itself neutralized at least some of the liberal potential of Germany, even though it was never able to achieve a major break-out from its Catholic electoral ghetto. During his lifetime Windthorst kept his party most of the time in alliance with the opposition wing of liberalism in a kind of Gladstonian coalition, but after his death the party became broadly governmental and buttressed a system that was ripe for change. This biography makes an important contribution to an understanding of these developments and of Imperial Germany as a whole.

Underneath, however, a deeper historical process was at work - Britain's gradual farewell to her pre-eminence and America's assumption of that mantle. Dr Reynolds quotes Gladstone to remind us that this shift had been foreseen before the turn of the century; by the 1930s it was a familiar idea. But intellectual recognition did not bring emotional consent and those most aware of the indispensability of American help fought tenaciously at every step to prevent Britain being demoted from the status of partner to that of client. This was most evident in economics. The Americans, confident of their ability to compete in world markets, made the Open World a central plank of policy, whereas the British resisted the pressure to return to free trade because they had decided in 1932 that, once they began to lose that ability, it was no longer advantageous to them. Forced in the end into compliance, they at least succeeded in making the Americans realize some of the obligations incumbent on economic leaders.

Today, not only has Britain's loss of power gone further (Western Europe, as a whole has replaced her as partner in the Alliance) but the United States - themselves her host, as they were bound to do, the dominance which was theirs in 1945. Many interests remain common however - notably the preservation of peace. The key to this is still the mixture of stick and carrot. But once again realization of interests shared is in danger of being obscured by argument about how the mixture should be administered. Appreciations of relative power and of strategy intersect in a diverging to such an extent that the policies arising out of them may become incompatible. Each side would do well to remember the period covered in these two books, when cooperation only became fruitful after each had learnt to pay patient attention to the standpoint of the other.

Michael Balfour

Michael Balfour is Emeritus Professor of the University of East Anglia.

Common interests

The United States, Britain and Appensement 1936-1939 by C. A. Macdonald Macmillan, £15.00 ISBN 0 333 26169 0

The Creation of the Anglo-American Alliance 1937-41: a study in competitive co-operation by David Reynolds Europa, £20.00 ISBN 0 905118 68 5

At first sight these two books suggest unwitting tiling of the same ground, but in reality the duplication is small. Dr Macdonald stops at the outbreak of war in Europe, whereas only a fifth of Dr Reynolds's book covers the pre-1939 period nearly a half deals with 1941. And, whereas the former keeps close to the documents in a rather old-fashioned way, the latter sets the diplomatic exchanges against the wider political and strategic background, gaining considerably as a result.

The picture given in the two books is substantially the same. It is a story of how events gradually induced the leaders of Britain and America to become more aware of their common interests than of suspicious and resentments inherited from the past. Admittedly, British signatures of the Washington Naval Treaties of 1921-2 implied that war with the United States was no longer regarded as the possibility which it had remained till

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For further information contact the Director of the Centre for Medical Education, Dundee University, Dundee, Scotland. Tel. 01382 481111.

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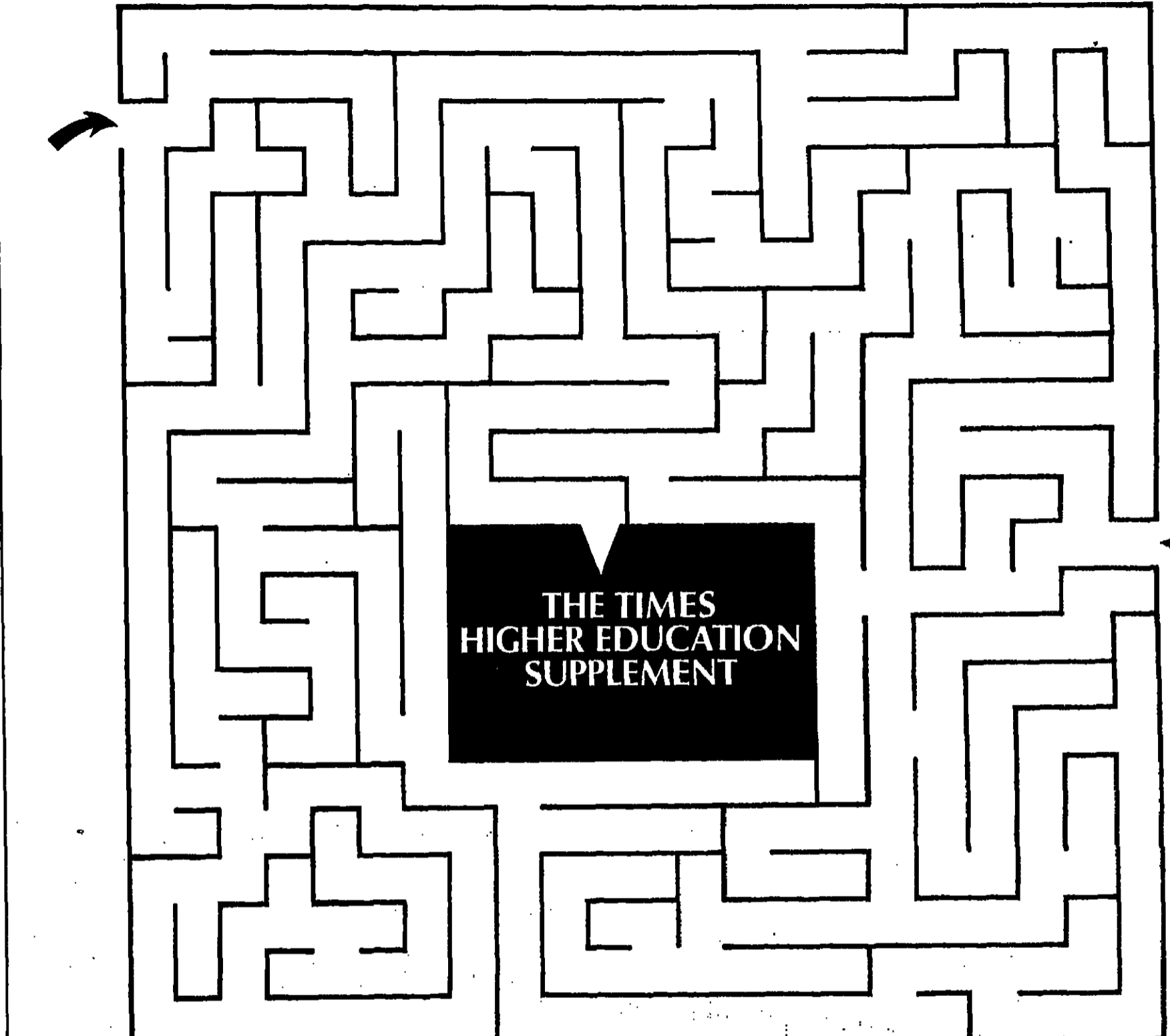
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Don's diary

Sunday

In vintage Don's Diary style I start this piece 37,000 feet above the Atlantic, heading towards California and six months in the sun. The fact that I've been abroad only twice in 12 years working with the OU doesn't spoil my present sense of being in the academic jet set. I'm on route for a job/house/ear exchange with Jack Chappell from Coastline Community College where he is public information officer and assistant to the president. As his is a two-person office and mine has 17 we've decided to overlap for a week at his end so that he can hand over his work personally.

Monday

The first shock is that work starts at 8am and when we arrive a little after that time everyone else seems to be there. It's a 40-hour week. My new office is in the president's suite and I like the thick-pile orange carpet throughout the building and the comfortable office furniture. However, when I ask about reimbursement of expenses for entertaining business visitors, I'm told there aren't any: "It's against regulations to entertain out of public funds." Even the president is not exempt.

Tuesday

Going to work. I start by driving Jack's car but at the end of his road I hand back to him. I've never used a left-hand drive vehicle and I don't fancy my baptism being on the rush-hour freeway; it might prove to be last rites indeed.

Wednesday

Coastline Community College is one of three which together with an educational TV station (KOCE, Channel 30) make up the Coast Community College District. Each college has its own president and the district has a chancellor. The district's purpose is to supply education for adults in a 105-square-mile segment of Orange County. The other two colleges, Golden West and Orange Coast, have campus-based teaching but Coastline, set up in 1976, has no central campus. It provides both television courses in the home and face-to-face teaching, using part-time staff, at some 124 learning centres.

Thursday

I visit the studios of Channel 30 which is part of the public broadcasting network. It is well-equipped but, of course, falls short of the new EBN production centre which we opened recently at the OU. Here, as in conversation at the colleges, I hear the familiar tales of cutbacks in public expenditure. (Have I really left Britain behind?)

Friday

The office staff give Jack a farewell party in the afternoon. They have baked "cookies" and "candy" but no alcohol is allowed on the premises. I have a strange but new week's work really begins. The day ends at an evening party organized by the local press club which is named the TGIF club (Thank God it's Friday).

Saturday

John Greenall
The author is director of information services at the Open University.

the estate. The association agrees to take action against the offender.

Wednesday

Openness takes on a new meaning. In the evening I go to a meeting of the District's Board of Trustees. No exclusive club, this. About 50 members of the public turn up. At 8pm a folding screen is drawn back revealing the board of five sitting in a V-formation to face the public. All stand face the Stars and Stripes, clench their right fist across their heart, and pledge allegiance. Eight business students from one of the colleges are present and the chairman of the trustees, a lawyer, invites them to stand to introduce themselves. He asks questions about their studies. Someone tells him that I am there so I rise to a round of applause and he welcomes me. Taken by surprise, I mumble a few words of thanks and say I look forward to the new experience. I tell them a little about the OU.

The business begins. There is an agenda and a thick bundle of supporting papers. Anyone is allowed to speak, comment, and ask questions. Approvals are given for staff to go to conferences and meetings. Details are shown of purchasing tenders and successful bids are approved. Every item of expenditure incurred by the colleges is listed, large and minute. Approval is given for a dean to have a \$1,000 salary increase to \$52,000.

Thursday

A reporter from the local daily paper interviews me about the exchange. She is interested to find out about British education and thinks it amusing that we distinguish between "higher education" and "higher education." Jack talks to her about Coast Community College District and I'm impressed to hear that in any year one-sixth of the local residents enroll for courses or other activities with the three colleges. Community education really is an accurate description.

I view a couple of the video tapes from Coastline's TV courses. Despite the continuous background music, the quality of teaching is good and I have clear explanations of the working of the heart (from "Introducing Biology") and the latest space-probe knowledge about Jupiter (from "Project Universe"). I feel relaxed about encouraging people to take them.

An associate dean talks to me about her work. The college is very responsive to peoples' needs. She tells me of thoughts about starting a Singles Institute to cater for the learning needs of the many single people who live locally. The college is already about to launch a Family Learning Institute to encourage children and their parents to study together.

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John Greenall
The author is director of information services at the Open University.

In a letter to *The THES* two weeks ago, Mr Colin Prince urged that universities should be able to assure candidates for admission "that the interview will be a fair one". News, he said, is filtering back to schools and colleges that some departments are "trivializing the interview process". On the other hand, he remarked, some universities and departments are "careful, often successful in their interview process".

I see his point. To feel that you, or your pupils, have been submitted to a trivial or careless interview is both humiliating and aggravating. But how can such interviews be "fair"? And can they really be "successful"?

These reflections come at the weary end of the Oxford colleges admissions season. This is an annual ordeal which combines the chore of reading and marking large numbers of examination scripts, the feat of aggregating all these results with all the other diverse information we have about candidates, the intricate and esoteric task, specific to Oxford, negotiating with other colleges to secure a fair deal for as many candidates as possible, and the final agony of comparison, selection and rejection.

I have done it now for some 15 years and still find it a miserable business — the more miserable, the more one reflects on what one is doing. What criteria actually govern one's marking, one's aggregating, one's accepting and rejecting? Do we really aim — let alone succeed — in perceiving some essential quality called "academic ability", some abstractable combination of analytical intelligence and imagination? (During the season, we have to believe that we do). Or do we look for something less pure — certain congenial attitudes, perhaps, or character traits, or social attributes? Or perhaps we seek in the candidates some reflection of ourselves, or rather of some idealized picture of ourselves? Which leads me directly to the interview process, to which I shall come in a moment.

The whole process does, of course, have its compensations. I am grateful to the candidate who, in answer to the question "Is it reasonable to believe in miracles?" appended to his answer the footnote: "It will be a miracle if I get in, so I believe in miracles." I also thank the candidate who, answering the same question, observed that what used to be thought of as miraculous is now often explicable, and then, after asking the question "What would now count as a miracle?", suggested as a possible case that of a potato

Miserable business of interviews



Steven Lukes

which succeeds in writing the whole of the Book of Genesis in Dutch.

I also appreciated the candidate who, in answer to another question, wrote of someone's committing suicide as an action he would later live to regret and who on interview insisted that he did not believe in life after death. And a question on the SDP added two to my collection of mixed metaphors: one candidate referred to it as occupying a middle ground in British politics that was ripe for the picking, and another ventured the view that the SDP and Liberal leaders were in the process of hammering out an agreement that would stick.

Moreover, going through the process can be instructive — especially when you can make comparisons over a number of years — about the changing attitudes of Oxbridge-oriented school-leavers. Not, I admit, a random sample of their age group, nor a scientifically-sound method of opinion research. There has, of course, been a great sea change since the 1950s and 1960s when candidates, whatever their personal chances of getting in, knew that, if they made it, glittering prizes and a secure future were theirs, more or less for the asking.

Nineteen sixty-eight and all that was, from this point of view, just a variation on the same theme. The radicals of those years, though often committed to and interested in pol-

tics in a new way, were still the *jeunesse dorée*.

Hardly surprisingly, the 1970s saw a new sense of insecurity and anxiety, though an Oxbridge education still affords a sound investment policy. Yet this hard good sense is not, and was not this year, uppermost. They are fresh, inquiring and strangely optimistic, perhaps more so than ever before. Certain concerns were very widespread: the fear of nuclear war above all (and not only among unilateralists) and disillusion with Thatcherism (last year, but not this, there were convinced Hayekians and Friedmanites). Understandably enough, I found little clarity about the SDP, though much interest and goodwill towards it; and among those on the left, a general distrust of Benn, even among those who found this politics congenial.

Many of these impressions came from interviews. But what other functions do they perform? I believe that such evidence as exists does not favour them as a reliable method of educational selection, though I would greatly welcome any readers' thoughts on this contentious matter. Certainly, my own (limited) experience strongly suggests that this must be so. Not only is the interview situation perfectly organized to inhibit many candidates from displaying their best or even their relevant qualities. Not only does it arbitrarily favour the fluent and exuberant against the awkward and introverted, the complacent and confident against the nervous and self-doubting, the socially skilled and public schooled against those to whom effortlessness comes less easily.

It facilitates all kinds of uncontrolled, even unacknowledged, suppositions, projections, even fantasies on the part of interviewers, however scrupulous their intent. How many of us have warned to a candidate who seems discerningly to respond to our acute observations? Or alternatively, favour a candidate in whom we suppose we see glimmers of talent suppressed by some particular factor we currently think unjust?

I ask these questions in all ignorance, since I don't believe we understand what we are doing in interviews enough to treat them as devices for selection. But, you may say, are not all available methods highly fallible? Is the evidence of written work, previous results, head teachers reports, aptitude tests, etc any more reliable? I do not know, and I wonder if anyone does.

But of course, Mr Prince is right. Interviews should definitely not be trivial or careless. But should they count? And can they really be fair or successful?

language-teaching field the OU has shunned, make claim to some of the earliest distance-teaching in the form of Nancy II's limited, highly individualistic but significant CRAPPEL experiment dating back to the sixties.

It may be thought that both Professor Têtu and Lord Perry are in fact right. This conference demonstrates that contrary to the easy assumption that English is the language of elites, cultural and economic realities are combining to form powerful language blocs: to these we must welcome the addition of a Lusitanian world.

Yet it is equally true that Britain's intellectual capital, far more reluctant to asset-stripping and export than its physical counterpart, remains a major resource not easily replicated. As Lord Perry argued, a good reason for "open" universities is the need to optimise the use of the limited numbers of good teachers who manage to remain at the forefront of advance of their fields. Here, unfortunately, cultural specificities seem likely to add distance-teaching to linear motors, clubs and such — potentially rich export fields which we initially rich but later abandon.

If Lord Perry goes unheeded the loss will not be only our own, but that of deserving Portugal too. Yet the necessary condition for this success abroad is the acceptance of the cross-cultural dialogue Michel Têtu proposes.

Eric Clavering
The author is senior lecturer in French at the University of Aston.

LETTERS TO THE EDITOR

An alternative approach to research in linguistics

Sir, — Geoffrey Sampson's review of John Lyons' recent introduction to linguistics (*THES*, December 4) calls attention to the fact that the book "encapsulates a point of view about the entire discipline of linguistics, as seen by the man who has unquestionably had more influence than any other individual in guiding its growth in this country over the last 15 years or so."

What is this point of view? Sampson shows that it is eclectic and a belief in the value of surveys. Students should be introduced to the study of language by taking a step back to look at the field as a whole, getting to know "the field". This is the approach of the book under review and of virtually all linguistic programmes in British universities. Sampson shows that this leads to superficiality and he is right to be sceptical.

There is an alternative approach, which would train students thoroughly in one research programme, a programme which tries to develop a detailed answer to one central question about language (eg how it is attained by children or how it is used by poets, how can it change, or how does it reflect cultural values?). Students would learn how various kinds of data can be brought to bear on their central question, how the par-

ticular set of goals, offers very little understanding of any research programme, therefore little opportunity for a student to find out what it means to make progress towards some defined goal, and therefore little chance for sound critical evaluation. In general, it represents an unattractive way of teaching linguistics.

This, of course, is simply a personal view. However, if, as Sampson correctly points out, this view has been dominant in the construction of linguistics programmes in Britain, and if, as he also points out, it is an accident that the British contribution to the major research programmes these days is so slender? The first-hand programme, which dominated some course offerings early on and which led to much important work (descriptive and theoretical), no longer excites British linguists in any numbers. Whether we consider generative grammar, Montague grammar, "typological approaches, or even work on language change, publications by linguists employed at British universities are rarely cited... with only a few exceptions. Of course, some British linguists have worked within and made a real impact on one or other of the main research programmes; one thinks of Bernard Comrie, John Hawkins, Geoffrey Pullum and now Andrew

Rundown of universities

Sir, — We support the general line of the letter from Dr Allen and her Bradford colleagues "Why we must resist the Government's attack on the university system." (*THES*, November 6).

What is being attempted is not just a financial readjustment but a serious rundown and qualitative change in the universities. Its implications include the denial of access to the universities to thousands, especially working class youth, women and mature students (the reversal of the Robbins principle); an assault on academic freedom; a dangerous narrowing of the horizons of research; and the destruction of the careers of many men and women whose lives have been devoted to higher education and scholarship. No academic, who wishes to preserve professional and intellectual integrity can comply with this policy or support it in any way.

The Robbins principle emerged from a major Royal Commission, was accepted by all political parties and endorsed at a general election. In the name of the widely discredited monetarist theory, the social consequences of which are clear for all to see, it is now proposed to reverse this principle. If this is done without any machinery for national debate or electoral endorsement, it will not only be educationally and intellectually irresponsible, but an affront to basic democratic principles.

Nor can academic tenure be pragmatically abandoned. It protects academic freedom precisely because it protects the position of academics and it cannot be split up into its "academic freedom" and "job protection" aspects as your recent article suggested. It is not merely a privilege. It is a precondition for objective research and free expression of opinion and it is in an important way tied up with the right to free speech in society at large. The defence of this principle does not isolate academics from other campus staff facing redundancies. It increases the responsibility of academics to lead the fight against the whole policy of cuts which are clearly both educationally and socially disastrous.

As to research, if the UGC criteria are followed, it will either be disastrously curtailed or will be increasingly organized on the basis of the Government's judgment of economic potential. This outlook would have ensured that most of the great scientific innovations of history would never have taken place.

Yours faithfully,
Professor Peter Ramsey
Dr Leslie J. Macfarlane
Dr Paul Dukes
Dr Roy Bridges
Dr Judith Hook
Dr W. Scott
Ann Williams
Terence Brotherton
Dr E. Ranson
Ann Gordon
Janet White

Dr A. George Molland
Dr Nicholas Fisher
Dr Andrew W. Wear
Dr Paul Roney
Dr Duncan Fiedde
Anthony H. Harris
David A. Newlands
Dr Bryan Turner
Mike Hepworth
David Oldson
Dr Jean Besson
Dr Norman Bonney, JP
Dr N. J. Bradford
Dr M. C. Jodrell
Dr P. G. McCaffrey
Dr N. Stockman
Dr C. Twine
Dr E. Light
Dr Ian Carter
Dr Chris Wigglesworth
Dr Christopher Ducko
Robert L. C. Hunter
Robert Paine
Norman G. Cameron
Mary Cotter
Martin W. Goldsmith
Michael A. Radcliffe
Neil Davidson
A. G. Macdonald
University of Aberdeen

Poetry Olympics

Sir, — I'm grateful for Brian Morton's review of the Poetry Olympics (*Poets on the podium*, *THES*, December 4), but must beg to differ from several of his deductions. The participants are absolutely not "united in their hostility to academicism in any form" and "literature" is most certainly not "a term of abuse for the weekend's poetry athletes" or for the contributors to the special issues of my magazine *New Departures* expressing solidarity with the project. Three of these anthologies are available on mail order from my address (details sent on receipt of s.a.e. or 15p for postage); if I mention that they include letters, statements, dialogues, poetry and prose by such distinguished and — in many cases and guises — scholarly writers as Arden, Beckett, Corou, Déry, Fisher, Hamburger, Heaney, Holub, Huebel, Hughes, Jandl, Logue, McGrath, Mitchell Patten, Raine, Spender, Anne Stevenson, Derek Walcott and Yevushenko, and also David Gascoyne, R. D. Laing, Ro-

ger McGough, Elizabeth Smart and Andrei Vozenesky (each of whom read at the Young Vic series in November), I trust your readers will recognize that our motivations are far from anti-literary, and not necessarily unacademic, let alone opposed to the pursuit and extension of learning.

It's simply that, as "legislators of the world" or "God's spies" rather than occupants of chairs or lecturerships or "safe" jobs of any kind, most true poets are as concerned to change or save an apparently doomed society at the grass-roots (at real source), as merely to adorn the margins of bookshelves whose legible survival is as perilously threatened as the eyes and minds of all our potential readers, authors and teachers.

I also dispute the notion that my own production of these events or editorship of the magazines amounts to a "vague internationalism". What could be more specific than getting the strongest poetic voices available from far and wide, East and West, black and white, old and young, tried and new, to join in public, and across the whole planet, and speak

Education policy

Sir, — I open *The THES* each week and find articles and letters suggesting UGC criteria for cutting universities, complaining of the shortsightedness of axing technological universities, pointing out the false economics of the cuts due to the cost of compensation for redundancy and broken tenure, and some even speculating at Government education policy. When will it end?

When will the people involved in education, the educational unions, the people who read and write this paper, realize that this Government like all its predecessors — Conservative or Labour — has no effective education policy?

It is fruitless to speculate as to why Salford University faces an almost 50 per cent drop in income or why the Government has whitened away the public sector for the last three years. These are not the results of a radical plan to rationalize post-school education but purely and simply an attempt to cut it. Pointing out the criteria used for their discriminate axe-wielding in no way justifies it.

Surely we are not surprised that it will cost Bradford University £11m in redundancy payments to implement the cuts which will allow them a recurrent grant of less than £10m by 1983-84. Nor are we surprised that the total cost of redundancy compensation nationally could amount to £180m. The falley of Government or UGC economics in cutting education to save money was as clear last year as it is now.

and read in their "host country" tongues and in translation, in the name of the fundamental and ultimate universality of literature? My seeking to restore the pure-spirited quest for excellence (the poetic equivalent of the original Olympiad's sacred torch understood as "the quarrel with ourselves"), and to avoid "the paralytic and feebly politicized travesties of recent (real) Olympics" (such as their exploitation by Hitler in 1936 and anti-Israel terrorists in 1976), is precisely, mindful of "the seriousness (and utter complexity) of the political situation worldwide" to which Mr Morton claims I don't do justice. I have thought out the Poetry Olympics at least as "real" as the (un)sporting ones, and our managing to present, for instance, the undisputed champion of contemporary oral verse in Russia, Vozenesky, alongside his North American and British peers proves, precisely, the meeting of "courage and conviction" of which we're accused of falling short.

MICHAEL HOROVITZ
Coordinator, Poetry Olympics, *New Departures*, Bileys, Nr Stroud, Glos.

Housing costs

Sir, — You report a complaint by university teachers (*THES*, December 18) about wasteful expenditure at UMIST "on a new principal's residence while at the same time drawing up plans for huge job losses."

The residences of heads (especially, bachelor heads) of Oxbridge colleges are often overelaborate for their purpose, and could be converted to more efficient use. STANLEY ALDERSON
Highfield Avenue, Cambridge.

Autobiography

Sir, — With regard to my article *It's Autobiography* but is it a legitimate form of study (November 13) may I add two further points of information. Firstly a brochure describing the innovative MA course *Language, The Arts and Education* which element is freely available from the Graduate Studies in Education Office, EDB, University of Sussex.

Student literacy

Dear Sir, — Am I right in feeling that your decision to report that the University of Glasgow senate has resolved not to act upon the recommendations of a working party report on undergraduate writing skills on your front page (*THES*, December 11) contains some sympathy for the abandoned cause?

This decision is of wider consequence as Glasgow has certainly not been alone in considering questions of so-called student literacy. For university senates to suggest that defective verbal colligation might be tackled by leaving it to members of staff is about as useful as suggesting that people in bad health might be cured by talking to the same members of staff if they happened to be in good health.

Having been diagnosed and found to exist so abundantly, the problem continues to lack a suitable course of therapy which would find the willing administration of the apparently qualified practitioners. Without it, I very much doubt that, if instruction is left to the uncertain and highly variable literacy whims of members of staff in general, and unless solutions are now sought in an organized, inter-disciplinary level, and possibly with a view to publishing suitable and much-needed aids, afflicted students are going to meet with anything like the desired improvements.

Yours truly,
JOHN M. KIRK
University of Sheffield

Dons' lifestyle

Sir, — Normally a fan of Laurie Taylor, I found myself reading his piece about the university teacher who forgot to take his bankers' card to the wine shop (*THES*, December 11) with rather a lopsided grin. O.K. this was a caricature — but presumably it was meant to contain some truth about the academic way of life. Most university teachers I know do not order around in wine supermarkets for bargained-up items (but only the middle-aged who got in on the housing racket in the 1960s) may live in converted coach houses, but they don't have the equivalent of an Augustus John original on the wall of the lounge.

Few, if any, have wives who are ex-teachers devoting their time to macramé, OU fine art courses and Vivaldi. Teacher-trained wives are out earning the second salary which the wine supermarket and high mortgage life style require.

Taylor's comic stereotype of the university teacher is much too close to the one in the heads of the axemen and too many other people. The laugh could be the profession.

MICHAEL COHEN
University of Salford.